

EDUCATIONAL RESOURCES INFORMATION CENTER

August 1973

Volume 8 Number 8

ERIC

research

in

education

RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/ National Institute of Education

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

- Subject
- Author
- Institution
- Accession numbers

Material for this publication was processed for Linotron printing by Leasco Systems and Research Corporation under contract with the National Institute of Education. Use of funds for printing approved by the Office of Management and Budget March 26, 1971. Contents do not necessarily reflect official National Institute of Education policy.

Subscription: Domestic, \$38.00 a year; foreign, \$9.50 additional. Single copy: Domestic, \$3.25. Send check or money order (no stamps) to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Volume 8 Number 8

August 1973

Research in Education

ED 074 309-075 686

contents

DOCUMENT SECTION 3

Document résumés 5

INDEX SECTION

Subject index 187

Author index 277

Institution index 299

Accession Number Cross Reference Index 319

NEW THESAURUS TERMS 323

OTHER ERIC PRODUCTS 325

HOW TO ORDER ERIC DOCUMENT REPRODUCTIONS 329

HOW TO ORDER ERIC PUBLICATIONS 331

Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 18¹ clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s). **ED 013 371** **64** **AA 000 223**

Norberg, Kenneth D.

Title. **Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.**

Organization where document originated. **Sacramento State Coll., Calif. Spons Agency—USOE Bur. of Research Report No.—NDEA-VIIB-449**

Date published. **Pub Date—15 Apr 66 Contract—OEC-4-16-023**

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes. **Note—129 p; Speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66. Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 (\$2.95)**

Alternate source for obtaining documents. **EDRS Price MF-\$0.65 HC-\$6.58**

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above.

Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli. Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.

The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research.

(AL)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). *

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number and/or Bureau Number—assigned by originator.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus of ERIC Descriptors*.

Informative Abstract.

Abstractor's initials.

*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in* Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V. Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

	Page		Page
AC—Adult Education	5-14	LI—Library and Information Sciences.....	97-101
CG—Counseling and Personnel Services.....	15-21	PS—Early Childhood Education.....	101-107
CS—Reading and Communication Skills.....	21-38	RC—Rural Education and Small Schools	107-115
EA—Educational Management	38-49	SE—Science, Mathematics, and Environmental Educa- tion	115-128
EC—Exceptional Children	49-56	SO—Social Studies/Social Science Education	128-137
EM—Educational Media and Technology	56-68	SP—Teacher Education	137-149
FL—Languages and Linguistics	68-79	TM—Tests, Measurement, and Evaluation.....	149-159
HE—Higher Education	79-94	UD—Disadvantaged.....	159-168
JC—Junior Colleges	94-97	VT—Vocational and Technical Education.....	168-186

AC

ED 074 309 AC 014 194
A Special Experimental Study in Guidance and Counseling for Adults Enrolled in the Adult Basic Education Program in Certain Louisiana Parishes 1968-1969.

Louisiana State Dept. of Education, Baton Rouge.

Pub Date 69

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, *Adult Counseling, *Adult Education Programs, Guidance Counseling, Program Descriptions

A general outline for a model guidance and counseling program for adults enrolled in a basic education program is provided. Items covered are: general outline of the special experimental study, personnel structure, duties of the study team, agencies, institutions, departments and individuals to be used for resource assistance; teachers' step-by-step operational procedures for conducting guidance and counseling services, and sample student forms for education-occupation and personal improvements. A list of reference materials is provided. (KM)

ED 074 310 AC 014 206
Adams, Dale W.

Leadership, Education and Agricultural Development Programs in Colombia.

Wisconsin Univ., Madison. Land Tenure Center.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.; Ohio Agricultural Research and Development Center, Wooster.

Report No.—LTC-45

Pub Date 68

Note—12p.

Journal Cit—Inter-American Economic Affairs; v22 n1 p87-96 1968

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Leaders, *Adult Vocational Education, *Agricultural Education, *Developing Nations, Educational Development, Employment Problems, Leadership, *Leadership Training, Publications, *Rural Development

Identifiers—*Colombia

The lack of qualified leadership to direct, plan, and do research in agricultural agencies is an important restraint on rural development in countries like Colombia. An increase in the number of students attending institutions for agricultural education has been often viewed as the solution to this problem. It is argued here that an increase in number is only a partial solution, and that an

equally pressing problem is to enable people with rural backgrounds to enter these educational institutions. Facets of this regarding Colombia are covered in the discussion which follows. A brief review of recent agricultural development in Colombia is presented first to point out some of the major problems. An overview of Colombia's educational system follows to suggest why rural people are isolated from employment by Colombian agricultural agencies. To further illustrate this point, information is presented from a study of the backgrounds of Colombian agricultural college students. The discussion concludes with several suggestions on ways better agricultural leadership might be developed in countries similar to Colombia. (Author/KM)

ED 074 311 AC 014 218
Civil Defense, U. S. A.: A Programmed Orientation to Civil Defense. Unit 1. Civil Defense - Protection Against What?

Defense Civil Preparedness Agency (DOD), Battle Creek, Mich.

Report No.—DOD-HS-6-1

Pub Date Jun 72

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Civil Defense, *Emergency Programs, Instructional Materials, Military Science, National Defense, *Nuclear Warfare, Objectives, *Programed Texts, Tests

An explanation of the need for civil defense in nuclear and natural disasters is presented. A brief historical background of civil defense is given. Major topics include: (1) Types of disasters, (2) Probable objectives of a nuclear attack on the United States, (3) The major defensive measures against a nuclear attack, (4) Some reasons for low probability of direct hits on all targets in the United States, (5) Possibility of enemy intentional use of fallout as a means of destruction, (6) Basic goals of military and civil defense, (7) The two major functions of civil defense, and (8) Operational definition of civil defense. Also included are a panel discussion of four reasons why an enemy will not be able to hit all targets in the United States and a test. (CK)

ED 074 312 AC 014 219
Civil Defense, U. S. A.: A Programmed Orientation to Civil Defense. Unit 2. Nuclear Weapons Effects and Shelter.

Defense Civil Preparedness Agency (DOD), Battle Creek, Mich.

Report No.—DOD-HS-6-2

Pub Date Jun 72

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Civil Defense, *Emergency Programs, *Fallout Shelters, Instructional Materials, National Defense, *Nuclear Warfare, *Programed Texts, Radiation Effects, Tests

Basic information about nuclear weapons is presented so that their effects can be meaningfully related to the defensive countermeasures which will be most effective against them. Major topics include: (1) Explosive power of nuclear weapons, (2) Major effects of nuclear explosions, (3) Two basic types of nuclear explosions, (4) Contrast between air and surface bursts, (5) Explosive power and destructiveness of different sizes of nuclear weapons, (6) Characteristics of a nuclear explosion, (7) The nature of fallout and its radiation, (8) Relationship between radiation and illness, (9) Review of the characteristics of fallout, (10) Detecting radiation, (11) Fallout shelters, (12) The National Shelter Program, (13) Types of Shelters, (14) Why a shelter is important, (15) Building your own fallout shelter, and (16) Stocking a shelter. Panel discussions and a test are included. (CK)

ED 074 313 AC 014 220
Civil Defense, U. S. A.: A Programmed Orientation to Civil Defense. Unit 3. Natural Disasters.

Defense Civil Preparedness Agency (DOD), Battle Creek, Mich.

Report No.—DOD-HS-6-3

Pub Date Jun 72

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Citizen Role, *Civil Defense, *Community Planning, Comparative Analysis, *Emergency Programs, Instructional Materials, National Defense, Nuclear Warfare, *Programed Texts, Tests

The effects of natural disasters and the implications which those effects have for community emergency preparedness are discussed. Major topics include: (1) Similarities and differences in types of responses required by a nuclear and natural disasters, (2) The civil defense function in natural disasters, (3) Vulnerability analysis, (4) Warning time for natural disasters, (5) Forms of warning for natural disasters, (6) Taking action following a warning, (7) Two types of planning: contingency and general measures planning, (8) Operational guidance available to local governments, (9) Preparedness actions in order of priority, and (10) Examples of rewards for having planned. Panel discussions and a test are included. (CK)

ED 074 314 AC 014 221
Civil Defense, U. S. A.: A Programmed Orientation to Civil Defense. Unit 4. Warning, Emergency Operations, and Support Programs.

Defense Civil Preparedness Agency (DOD), Battle Creek, Mich.

Report No.—DOD-HS-6-4

Pub Date Jun 72

Note—80p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Civil Defense, Communications, *Emergency Programs, Federal Aid, Instructional Materials, National Defense, Nuclear Warfare, *Programmed Texts, Radiation, Tests

The need for, and a description of, emergency functions required to save lives and protect property in nuclear or natural disasters are presented. Topics discussed include: (1) The Civil Defense Warning System, (2) Introduction to the Emergency Operations Program, (3) Five subprograms of the Emergency Operations Program, (4) Emergency Operations Plan, (5) Emergency Operating Center, (6) Emergency communications, (7) Damage estimation, (8) Radiological defense, (9) Review of Emergency operations subprograms, (10) Introduction to programs which support the Emergency Operations Program, (11) Civil defense research, (12) Civil defense federal aid programs, and (13) Civil defense training and education. Panel discussions and a test are included. (CK)

ED 074 315 AC 014 222

Civil Defense, U. S. A.: A Programmed Orientation to Civil Defense. Unit 5. Governmental Responsibilities for Civil Defense.

Defense Civil Preparedness Agency (DOD), Battle Creek, Mich.

Report No.—DOD-HS-6-5

Pub Date Jun 72

Note—84p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Civil Defense, *Community Responsibility, *Government Role, Instructional Materials, *Laws, Legal Responsibility, National Defense, *Programmed Texts, Tests

A description of the laws and orders that provide necessary legal authorization for civil defense activities is provided. In addition, an outline of the responsibilities of all governments and the role of the private sector in civil defense is presented. Topics discussed include: (1) Legal authority for civil defense, (2) Civil defense responsibilities of the Department of Defense and the Office of Emergency Preparedness, (3) Civil defense responsibilities of other federal agencies, (4) Office of Civil Defense Regions, (5) State civil defense responsibilities, (6) Local responsibilities, (7) The local Civil Defense Coordinator, and (8) Rural civil defense, (9) Overall civil defense requirements. A test is included. (CK)

ED 074 316 AC 014 232

Hamil, Marjifloyd And Others

Four-H Leadership Training Needs of Tennessee Agents, 1970.

Tennessee Univ., Knoxville. Agricultural Extension Service.

Pub Date Jan 73

Note—58p.; Research Summary of a Graduate Study; Extension Study 37, S.C. 823

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Leaders, *Educational Needs, *Extension Agents, Extension Education, *Leadership Training, Self Evaluation, Surveys, Tables (Data), Technical Reports, Youth Clubs, *Youth Leaders

A study was conducted comparing the self-perceived training needs of Tennessee county extension agents with their training needs as perceived by their district supervisors. Factors considered were supervisory district, sex of worker, percent of time devoted to 4-H work, and years of tenure with the Tennessee Extension Service. Questionnaires were completed by 345 Tennessee county extension agents and by 15 district supervisors on 11 adult and 6 junior leadership training needs. Agents were asked how well-trained they considered themselves in adult and junior leadership, and supervisors were asked how well-trained their agents were. Both groups were asked to indicate three priority training needs. Results showed that: (1) district supervisors gave lower ratings to their agents on all items than the agents gave themselves; (2) comparison on district and sex-of-worker bases yielded only a slight degree of disagreement on self-perceived needs; (3) male agents more frequently rated themselves "not very" well trained in junior leadership than did female agents; (4) supervisors in general selected more priority needs in adult leadership training than did the agents; (5) agents felt that the junior

leadership priority needs were of greater importance than did the supervisors; and (6) as the percent of time devoted to 4-H work increased, so did the proportion of agents indicating adult leadership priority needs. (KM)

ED 074 317 AC 014 247

Rogers, Everett M.

Field Experiments of Family Planning Incentives.

Michigan State Univ., East Lansing. Dept. of Communication.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.; Population Council, New York, N.Y.

Pub Date May 72

Note—179p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Comparative Analysis, *Contraception, *Developing Nations, *Family Planning, *Field Studies, *Incentive Systems, Motivation, Population Education, Program Evaluation, Technical Reports

Identifiers—*Asia

A review of four quasi-experiments on family planning incentives in three Asian nations is presented, and a multi-national comparative field experiment on family planning incentives is proposed. Experiments include: (1) The Ernaku-lam vasectomy campaigns, (2) Indian Tea Estates retirement bond incentive program, (3) Taiwan educational bond experiment, and (4) Retirement bond incentive in Malaysia. Each of the four programs rates highly as a field test and as a demonstration of alternative incentive policies. The multi-national experiment recommended would have as its characteristics: (1) the clinic-shed as the experimental unit, (2) a population of five to seven thousand in each clinic-shed, and (3) assignment in each nation of the study five clinic-sheds to control. A discussion of family planning, with implications for incentive experiments in Indonesia, Iran, Korea, the Philippines, and Thailand, is included. (Author/CK)

ED 074 318 AC 014 254

Forinash, Melissa R., Ed.

Reader Development Program: Annotated Bibliography. Supplement Two.

Free Library of Philadelphia, Pa.

Report No.—ED-WS-354

Pub Date 23 Jan 73

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Grade 8, *Instructional Materials, *Library Collections, Reading Development, *Supplementary Reading Materials

The Reader Development Program of the Free Library of Philadelphia makes available materials written on or below the 8th grade reading level. This supplement to the main annotated bibliography is a record of materials purchased between January 1972 and January 1973. The collection is divided into six major reader interest categories. The five represented here are: (1) Leisure Reading, (2) Community and Family Life, (3) Jobs, (4) Reading, Writing, Arithmetic, and (5) The World and Its People. A total of 34 entries are included. Several of them are in Spanish. (Author/CK)

ED 074 319 AC 014 259

Smith, Georgina M.

Job Training: The WIN Program for Welfare Mothers.

Rutgers, The State Univ., New Brunswick, N.J. Inst. of Management and Labor Relations.

Spons Agency—New Jersey State Dept. of Labor and Industry, Trenton.

Pub Date Mar 72

Note—201p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Changing Attitudes, Comparative Analysis, *Job Training, *Mothers, *Program Evaluation, Self Concept, Tables (Data), Technical Reports, *Welfare Recipients, Working Women

Identifiers—WIN, *Work Incentive Program

Local results of the Work Incentive (WIN) Program, the first nationwide employment program with the clear objective of serving female heads of families, are reported on. Two WIN projects operating in labor markets of different characteristics—one relatively stable and prosperous, the other subject to seasonal fluctuation but showing some sign of employment growth—were chosen for study. These were Pater-

son and Asbury Park, N.J. An examination of file data for all female participants active in November 1969 was conducted to analyze the employment impact of the program at the two sites. A control group of 40 non-participants was organized to determine what would happen to those not enrolled in the program. Results include: (1) a substantial evidence of occupational upgrading among participants, and (2) improved attitude and self-concept among participants. Recommendations are included. (CK)

ED 074 320 AC 014 260

Lovett, Tom

Adult Education and Community Development; A Network Approach.

Spons Agency—Liverpool Educational Priority Area Project (England); Workers Educational Association, Liverpool (England). West Lancashire/Cheshire District.

Pub Date 72

Note—13p.; An extended version of paper presented to the International Conference on Adult Education and Community Development (Liverpool, England, June 5-9, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Adult Leaders, Community Control, Community Coordination, Community Coordinators, *Community Development, Community Resources, *Models, Program Descriptions

A framework for the development of adult education within the community development process is presented, based on a three-year project in England that experimented with a number of approaches. The network system suggested involves: (1) an organizational model for adult education provision in a community development setting which may be adopted elsewhere; (2) a definition of roles for adult education in community development projects; and (3) an attempt to define more precisely the relationship between adult education and community development. The roles in a community adult education network are: (1) network agent—makes contact with the informal groups in his area, becomes fully aware of the problems, needs and interests in the area, and identifying those that are explicitly educational and recognizing those that would benefit from some form of adult education; (2) resources agent—sets up a network of contacts with organizations that can provide educational resources for the groups with whom he has established contact; (3) educational guide—acts as educational adviser for peer group learning situations, and helping interested individuals undertake more formal education leading to qualifications; and (4) teachers—persons with special knowledge of a particular subject of interest to the students. In this network, personal relationships with members of the community are all-important. The network is flexible and offers an opportunity for local control. (KM)

ED 074 321 AC 014 261

Nelson, J. S.

Impact on Development of Rural Employment and Labour Problems. Seminar Group 5.

Pub Date 72

Note—18p.; Paper presented at World Congress of Rural Sociology

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agricultural Production, Developing Nations, *Employment Opportunities, Employment Problems, Farm Labor Problems, *Industrialization, *Job Development, *Labor Problems, *Rural Development, Seminars, Speeches

The meanings of rural development and the impact on development of rural employment and labor problems are discussed. The influence on the interaction of rural development and rural employment and labor problems of the following are considered: the objectives of rural development in a particular country or region, objectives which are not necessarily mutually compatible; types of development—economic, social, and/or political; stages of development—from subsistence agriculture through small-scale to large-scale non-agricultural industries; approaches to development—a variety from free-enterprise planning to controlled free-enterprise planning to centrally determined regional planning; and institutions and organizations of development. Types of rural employment and labor problems relative to development are considered from the standpoint of problems of population structure, problems of

underemployment and under-capitalization, problems of acquisition of skills and knowledge, problems of resistance to and adjustment to change, problems of time scheduling, and general problems of social relationships between "locals" and "incomers." The contrasts and convergencies between small-scale family-based enterprise and large-scale organizations, relative to the interaction of development and rural employment and labor problems, are also considered. (KM)

ED 074 322 AC 014 264
Staff Development Policy in the Extension Service-USA.

Department of Agriculture, Washington, D. C. Extension Service.
Report No.—PSD-1-24-7-72
Pub Date 72

Note—15p.; Supersedes ER&T-101-8-66

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education Programs, *Extension Agents, *Extension Education, Government Employees, Inservice Education, Job Training, *Manuals, Professional Personnel

This manual describes a program for training extension service employees and states the general policies, requirements and procedures governing the training and development programs for USDA Extension Service staff. The topics covered are: (1) extension service training program—responsibility for training, kinds of training to be carried out; (2) selection of employees for training; (3) authorization of training—authorization by the USDA Office of Personnel, delegation of authorization, variation of work week for educational purposes, limitations, processing approval, agreement to continue in service; (4) contributions and awards—authority to accept, general limitations, prior approval requirements; and (5) records and reports. (KM)

ED 074 323 AC 014 265
Employability Plan Instructor's Guide to be Used with Employability Plan Reference Manual. Older Worker Specialist Training.

Minneapolis Rehabilitation Center, Inc., Minn. Spons Agency—Manpower Administration (DOL), Washington, D.C.; Minnesota State Dept. of Manpower Services, St. Paul.
Pub Date 1 Jun 71

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Counseling, Adult Programs, *Employment Counselors, Employment Programs, Instructional Materials, *Older Adults, *Professional Training, Referral, *Teaching Guides, Vocational Rehabilitation

This teaching guide, to be used with the "Employability Plan Reference Manual," is for use in training the older worker specialist to write a sequential plan for using appropriate services to solve applicants' vocationally relevant problems. The following areas are covered: (1) summary of process for developing employability plans; (2) preparation for teaching—list of materials and equipment needed, description of plan-writing practice, sample worksheet for plan-writing practice; (3) teaching objectives; and (4) detailed teaching outlines. Copies of training forms and transparencies are included in an appendix. (KM)

ED 074 324 AC 014 266
A Guide for Training Supervisors of Income Maintenance Staff.

Social and Rehabilitation Service (DHEW), Washington, D.C. Assistance Payments Administration.
Note—123p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Education Programs, Instructional Materials, Professional Training, Supervisory Activities, Supervisory Methods, *Supervisory Training, *Teaching Guides, *Welfare Agencies, Welfare Services

A guide for training eligibility supervisors in public welfare is presented. The following topics are discussed: (1) the agency's program goals and philosophy for determining eligibility for financial and medical assistance; (2) understanding the worker's function; (3) the supervisory responsibility; (4) developing the supervisory relationships; (5) the teaching aspects of supervision; (6) methods of supervision; (7) tools of supervision; (8) use of resources; (9) workload management; (10) evaluation; and (11) public relations. A short list of resource materials is also provided. (KM)

ED 074 325 AC 014 267
Scholarships and Fellowships Available to Extension Workers 1972-1973.

Department of Agriculture, Washington, D. C. Extension Service.

Report No.—PSD-1-38-11-72

Pub Date 72

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Directories, *Extension Agents, Extension Education, *Fellowships, Professional Continuing Education, *Scholarships

The following information is provided in this directory of scholarships and fellowships available to extension workers for 1972-73: sponsor/name and purpose, eligibility, amount, deadline for filing, and where to file. This information is provided separately for the two years. A list of regional and special extension schools is also provided. (KM)

ED 074 326 AC 014 268
Gran, James R.

A Four-Year Follow-up Study of the One Hundred Graduates - Class of '69' of the Jackson County Adult Evening High School Completion Program.

Jackson County Adult Evening High School Program, Maquoketa, Iowa.

Pub Date 1 Apr 73

Note—75p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education Programs, *Continuation Education, Dropout Programs, Educational Attitudes, Employment Patterns, *Evening Programs, *Followup Studies, *Graduate Surveys, High School Graduates, Questionnaires, Tables (Data), Technical Reports

A four-year followup study was conducted among the 1969 graduating class of the Jackson County Adult Evening High School to assess the educational, social, and/or financial benefits of the program. Comparisons were made with the results of the one-year follow study. Results, based on the 90% of questionnaires that were returned, include the following: (1) a substantial number entered the labor market from the role of housewife; (2) job changes and promotions affected nearly 3/4 of those currently working part or full-time; (3) 27% have studied some additional subject since graduation; (4) 33-54% of those working full or part time are better off financially; (5) the program was worth the time and effort, financially and socially, to a large majority; (6) nearly all report being better off socially; (7) 100% think the program is a wise investment of tax money; and (8) passage of time seems to increase the benefits received by the graduates. Recommendations are made for additional similar programs, increased efforts to attract adult students to them, and efforts to resolve the dropout problem. Copies of the questionnaire and accompanying letters are included. (For related document, see AC 014 291.) (KM)

ED 074 327 AC 014 270
Suchodolski, Bogdan

Life-Long Education: Problems, Tasks, Conditions.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ED-72-CONF-1-3

Pub Date 29 Aug 72

Note—11p.; Paper presented at the Interdisciplinary Symposium on Life-Long Education (Paris, France, September 25 - October 2, 1972); Translated from French

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Changing Attitudes, *Continuous Learning, Educational Change, *Educational Philosophy, Educational Policy, Educational Problems, Educational Theories, Social Structure, Social Values, Speeches

Identifiers—UNESCO

Lifelong education and its implications must be defined in order to embark on a rational and effective educational policy. Experiments in adult education in the nineteenth century gave rise to the idea of adult education as remedial, intended to correct the unfair treatment the lower classes received at the hands of an elitist educational system. Recently, this idea has evolved into the concept of lifelong education. A continual updating of instruction is incumbent upon both

backward and advanced societies. The fundamental change in the way of life of the masses, resulting in today's affluent society, is a major factor in the current popularity of the concept of lifelong education. One of the problems of lifelong education is that of preparing people for new forms of life and making them aware of the dangers or an apathetic or superficial attitude toward cultural values. Instruction should be regarded as an asset in itself and not merely as a means of achieving greater material success. The modern conception of education necessitates "de-schooling" schools; lifelong education calls for the rational integration of the teaching activity at all levels. This integration would involve re-distributing educational activities over the whole of life and harmonizing formal education with out-of-school education. The success of such a program depends largely on factors outside the control of educationists—the structure of society and the processes and forces within it. (KM)

ED 074 328 AC 014 271

Mbunda, Daniel

Adult Education in Tanzania: Life-Long Process for National Development.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ED-72-CONF-1-8

Pub Date 22 Sep 72

Note—12p.; Paper presented at the Interdisciplinary Symposium on Life-Long Education (Paris, France, September 25 - October 2, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Adult Education Programs, Adult Literacy, African Culture, *Continuous Learning, *Developing Nations, Educational Change, *Literacy Education, Social Change, *Social Systems, Speeches

Identifiers—*Tanzania, UNESCO

For Tanzanians, education to be meaningful implies human development through education. Tanzania's commitment to build a socialist state, based on traditional African socialism, is also a commitment to socialist education, the necessary tool for social development. Since work is a lifelong duty for any socialist, work-oriented education is also a lifelong duty. Tanzania is replacing the elitist colonial education system with universal education aimed at implementing socialism and promoting self-reliance. Part of this is a national campaign for adult education in order to combat the poverty and backwardness resulting from ignorance and to explain the meaning of the new social order and its values. Adult education is an integral part of the employee's work program. A major goal is to wipe out illiteracy by 1975. Specific objectives of adult education are: (1) to mobilize the rural and urban masses into a better understanding of socialism and self-reliance; (2) to provide leadership training at all levels; (3) to eradicate illiteracy; (4) to spread knowledge and skills in agriculture and rural construction, health, and home economics to improve the productivity and standard of living of the people; (5) to provide followup education for primary and secondary school leavers; and (6) to provide continued education in the form of seminars, evening classes, inservice training, correspondence courses, and vocational training. Literacy centers and other adult education centers are beginning this work. In addition, all educated Tanzanians are socially bound to conduct adult education classes. (KM)

ED 074 329 AC 014 272
Skander, O.

Strategies for Directing Existing Educational Systems Towards Life-Long Education: What Algerian Experience Has to Contribute.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ED-72-CONF-1-5

Pub Date 4 Sep 72

Note—23p.; Paper presented at the Interdisciplinary Symposium on Life-Long Education (Paris, France, September 25-October 2, 1972); Translated from French

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Adult Education Programs, *Continuous Learning, *Developing Nations, Educational Change, Educational Resources, Educational Technology, *Literacy Education, Social Change, *Social Systems, Speeches

Identifiers—*Algeria, UNESCO

The motive power in Algeria's national educational system has been and still remains the ideological force of the Algerian revolution. After independence was won, a dramatic increase in school enrollments (resulting from decentralization) intensified the need for more teachers, better facilities and materials, new curricula, oriented to national socialist goals, and long-range educational planning for leadership training and resource development. The national educational priorities are: (1) teaching Arabic and the "Algerianization of the curricula; (2) literacy and adult education; (3) promotion of general, agricultural and vocational instruction in rural areas; (4) education for girls and women, and assistance in the emancipation of women; (5) promotion of the teaching of science and technology; and (6) relating the school to life. But reforms within the educational system have shown that the system is not equipped to carry out its own revolution by itself. A large part of the responsibility for education is being placed in a new sector in the social environment—out-of-school education—which provides literacy education, "second chance" courses, and basic technical training. But if this approach is to be successful, it must be provided with the ability to break down psychological barriers to change in education. Direct experience of the contradictions inherent in the educational system has bred the conviction that action to promote lifelong education is necessary. (KM)

ED 074 330 AC 014 273

Tapanes, Tomas

Adult Education as Part of Life-Long Education.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ED-72-CONF-1-4

Pub Date 15 Sep 72

Note—13p.; Working paper for Interdisciplinary Symposium on Life-Long Education (Paris, France, September 25-October 2, 1972); Translated from Spanish

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Adult Education Programs, Communism, *Continuous Learning, *Developing Nations, Educational Change, *Literacy Education, Social Change, *Social Systems, Speeches

Identifiers—*Cuba, UNESCO

Lifelong education in Cuba is seen in a socioeconomic context. The characteristics of lifelong education in Cuba are implicit in its revolutionary setting, and the task of carrying it through has become an obligation and a right affecting every citizen. The training of teachers is at present the center of greatest effort. The Literacy Campaign, which mobilized every political or mass organization, abolished illiteracy within one year. Adult education is offered in elementary education, secondary course of worker education, worker-farmer faculty, language teaching, and youth movement. Classes are held in almost any location, and sessions are adapted to the industrial or agricultural area. The government is active in facilitating the incorporation of women into the political, economic, and social development through special literacy, technical and other educational programs. Youth movement schools were established to promote and organize the education of adolescent pupils above the age for elementary schools. Teacher training includes study and research on educational subjects, active participation in the educational workshop, and participation in People's Cultural Circles and in literary and scientific seminars. The circles and seminars are part of a governmental effort to make Cuban education an integrated and continuous process. (KM)

ED 074 331 AC 014 274

Nature and Purpose of the International Symposium on Life-Long Education (Paris, September 25 - October 2, 1972).

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ED-72-CONF-1-2

Pub Date 25 Aug 72

Note—20p.; Working Paper for the Interdisciplinary Symposium on Life-Long Education (Paris, France, September 25-October 2, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Adult Education Programs, Conference Reports, *Continuous Learning, Developing Nations, *Educational Change, Educational Needs, *Guides, Inter-

disciplinary Approach, National Programs, Social Change, Symposia

Identifiers—UNESCO

The first working paper for UNESCO's Interdisciplinary Symposium on Life-Long Education summarizes for participants some of the problems arising from the evolution of educational systems in the direction of lifelong education, some of the basic issues involved, and some of the requirements it meets and the consequences it may have. The areas covered are: (1) purpose of the symposium—to answer the questions "what can be done to transform existing education systems so that the kind of education they provide is in keeping with the aims and requirements of lifelong education?"; (2) some points for consideration by participants—experience with matters related to lifelong education, the nature of the educational process as related to lifelong education, analysis of structure whose main function in education is not pedagogical, analysis of other factors making for change in educational structures, and others; (3) some issues in lifelong education—the educational dimension of personal experience and the possibility of individual self-fulfillment, the relationship between education and the overall needs of the local, national and international community, the connection between work and education, and others; (4) the starting point—discussion of determining factors in the development of a society's education structures and needs; and (5) modes of action—analysis of existing educational structures and processes. (For related document, see AC 014 275.) (KM)

ED 074 332 AC 014 275

Life-Long Education in the Light of Certain Experiments—From Conception to Realization.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ED-72-CONF-1-2-A

Pub Date 22 Sep 72

Note—8p.; Paper presented at the Interdisciplinary Symposium on Life-Long Education (Paris, France, September 25 - October 2, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Adult Education Programs, Conference Reports, *Continuous Learning, Developing Nations, *Educational Change, Educational Needs, Interdisciplinary Approach, National Programs, Social Change, Symposia

Identifiers—UNESCO

This paper is intended as a proposed framework for discussion at UNESCO's Interdisciplinary Symposium on Life-Long Education. It synthesizes the papers submitted by re-grouping the questions posed, the problems identified, and the steps taken or considered in order to determine the scope, the nature and the modalities of the process leading to lifelong education. Lifelong education appears to be not only an educational concept but also the terminal point of the educational level of evolutionary process, the object and the result of which has been to bring education closer to new requirements and conditions of an educational, economic, social, political and cultural nature. The points of view expressed by the participants add up to provide a definition of the origins, objectives, scope and content of lifelong education. They also make a contribution, essential for the purpose of the symposium, toward making an inventory of the different types of approaches and of steps necessary to insure a transition from existing educational systems to lifelong education. (For related document, see AC 014 274.) (Author/KM)

ED 074 333 AC 014 276

Grabowski, Stanley M., Ed. Research and Investigation in Adult Education: 1972 Annual Register.

Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 73

Note—240p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Abstracts, *Adult Education, Adult Educators, Adult Learning, Adult Vocational Education, *Annotated Bibliographies, Instructional Materials, Management Development, Professional Continuing Education, Program Planning, Reference Materials, Resource Materials, Teaching Methods

This annotated bibliography includes 528 items of research or investigation in adult education mostly dated from 1971-1972. They cover adult learning characteristics, program planning and administration, learning environments, instructional methods, curriculum materials and instructional devices, personnel and staffing, education of particular groups, program areas, professional and technical continuing education, management and supervisory development, labor education, occupational training, institutional sponsors, and international perspectives in adult education. An abstract is provided for each item. Included is an author index. In addition, an order blank for the ERIC Document Reproduction Service is provided. (Author/KM)

ED 074 334 AC 014 277

Mathur, M. V.

Statement Regarding Life-Long Education.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 27 Nov 72

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, Adult Education Programs, Citizen Participation, *College Role, *Continuous Learning, *Developing Nations, *Educational Attitudes, Lecture, Speeches

Identifiers—India, UNESCO

A point of view on the subject of life-long education is presented. The viewpoint espoused is that the academic community should make an effort to attract to the campus a group of citizens who showed interest in keeping up their education and understanding of contemporary developments. When this program was undertaken, a series of 40 lectures were delivered to such a group by the leading lights of the scholarly community. Various surveys conducted over a period of years on the subject of adult education are mentioned. Finally, the role of the university in this field is discussed. Currently, the universities in developing countries are still searching for a direction to follow in life-long education. (CK)

ED 074 335 AC 014 278

Legrand, Paul

In Search of Life-Long Education.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 26 Sep 72

Note—13p.; Contribution to the Interdisciplinary Symposium on Life-Long Education (Unesco House, Paris, 25 September-October, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, Changing Attitudes, *Continuous Learning, Educational Attitudes, *Educational Innovation, *Political Attitudes, *Social Change, Speeches

Identifiers—UNESCO

A discussion of life-long education, specifically a quest for it, is presented. The attitude of the student at 20 toward education and knowledge is described. A discussion of adult education in building a better world is focused upon. Political currents and the need for social change are also discussed. It is concluded that only an evolution in political thinking leading to a new view of the relationship between the authorities and the citizen can make it possible to set the objectives of a new kind of education, which will replace tradition. (CK)

ED 074 336 AC 014 279

Pando Pacheco, Edgardo

Life-Long Education in the Peruvian Revolution: Meaning, Realizations and Perspectives.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ED-72-CONF-1-10

Pub Date 27 Sep 72

Note—23p.; Working paper presented at Interdisciplinary Symposium on Life-Long Education (Paris, France, September 25 - October 2, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Adult Education Programs, Adult Vocational Education, *Continuous Learning, *Developing Nations, *Educational Change, Literacy Education, Social Change, *Social Systems, Speeches

Identifiers—Peru, UNESCO

Lifelong education is one of the leading principles of Peru's Educational Reform, part of the general post-revolutionary transformation of Peruvian society. The idea that state obligation to

the child begins with the school age has been done away with. The three levels of Peruvian education are divided into modalities to allow for special attention to individual problems; the modalities are basic vocational education, out-of-school higher education, special education, special vocational qualification and educational extension. The country is now in the process of social mobilization, one of the components of which is community participation in the administration of lifelong education. The educational nuclearization system has established social units grouping two to four thousand inhabitants. The purpose is to mobilize the community to utilize their resources to develop lifelong education. The new plan for adult education ranges from literacy education to vocational and technological training. Vocational education is aimed both to prepare workers for jobs and to provide on-the-job training in technological advances. The National Service for Training and Industrial Work (SENATI) was established to improve the deficient qualifications of personnel in industries. A certificates system and coordination of out-of-school education are currently being studied. Educational extension consists of discussion groups and circles created by community groups. (KM)

ED 074 337 AC 014 280
Moro-Oka, Kazufusa
Towards the Construction of Life-Long Education System.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
 Report No.—ED-72-CONF-1-9
 Pub Date 25 Sep 72

Note—12p.; Paper presented at Interdisciplinary Symposium on Life-Long Education (Paris, France, September 25 - October 2, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Development, *Adult Education, Adult Education Programs, *Continuous Learning, Educational Administration, Educational Change, Skill Development, *Social Adjustment, *Social Change, Speeches, Technological Advancement

Identifiers—*Japan, UNESCO

Since the ideal of lifelong education is closely related to the reorganization of the entire educational system, it is necessary to recognize the distinction between education and its administration. Democratization, continuity, flexibility and freedom are principles related to planning and administration; active participation, initiative and self-help are principles related to the educational process. Lifelong education achieves integration of the educational system through integration of the five individual competences fostered by families, schools, and other groups. They are physical, communicating, practical, cultural and civic competences. Civic competence comes with actual experience of adult life, so adult education has a special responsibility for this competence. Japan has experienced the greatest changes in its history in the last half of this century, and the idea of lifelong education was introduced to help individuals make the social adjustment. Some of Japan's advantages in realizing lifelong education are: (1) diffusion of formal school education; (2) cultural homogeneity; (3) increasing interest in the idea; (4) social education—for parents, women, the aged, those out of school, adults in general; and (5) administrative measures—for social education. The government decides policy for social education services by investigation, experimental projects, exchange of information and opinions, and financial support. (KM)

ED 074 338 AC 014 281
Wedell, E. G.

The Education of Adults in the Spectrum of Public Educational Policy: Principles and Practice of the Department of Adult Education in the University of Manchester, United Kingdom.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ED-72-CONF-1-6

Pub Date 18 Sep 72

Note—16p.; Working paper presented at the Interdisciplinary Symposium on Life-Long Education (Paris, France, September 25 - October 2, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Adult Education Programs, *Continuous Learning, Educational Change, *Educational Policy, National Programs, *Social Change, Speeches

Identifiers—UNESCO, *United Kingdom

The development of lifelong education in England has been slow due to the dualistic educational philosophy characteristic of the English middle and upper classes. The two governing characteristics of British adult education have been its predominant concentration of provision for the working classes and its preoccupation with the liberalizing role of adult education to the exclusion of its role as an instrument of social and occupational mobility. Substituting "education for adults" for "adult education"—to include all learning activities adults engage in—would lessen the confusion and prejudices associated with the latter term. The shift of public educational provision toward the adult life-span for both basic and continuing education is likely to continue. But the expected expansion in education will be financially supportable only if the cost to the public purse is reduced, either by fees provided by users or by reducing the non-educational content of educational expenditure. Continuing education has become necessary because of: (1) the expansion of educational opportunities at the basic and initial training stages of life; (2) the scientific and technological revolution; and (3) the increase of leisure and the associated increase in material standards of living. The Adult Education Department at Manchester University has two objectives: (1) to develop an anthropocentric approach to the education of adults in its teaching and research; and (2) to place adult education centrally within educational policy and practice as a whole. (KM)

ED 074 339 AC 014 282
Bowen, Brent L. And Others

Student Instructor Load Model-Phase II (SIL-II). Summary Description.

Research Analysis Corp., McLean, Va.
 Spons Agency—Department of the Army, Washington, D.C.

Report No.—RAC-TP-458

Pub Date Dec 72

Note—152p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-753 591, MF \$0.95, HC \$4.75)

Document Not Available from EDRS.

Descriptors—Computer Programs, Mathematical Models, Military Personnel, *Military Training, *Models, Program Descriptions, *Simulation, *Student Teacher Relationship, *Training Objectives

Identifiers—United States Army

The report describes the Army Individual Training Establishment and the model designed to simulate the training given by the 11 Army Training Centers and by the 54 Army Service Schools in terms of students/trainees and the instructor/trainer and overhead staffing and costs required to support the training requirements. The model accepts requirements, historical data, specific course data, and user-furnished options as input to provide a series of reports at levels of aggregation from course level to total Army level for three fiscal years in terms of 12 manpower categories. The model can be used in an unconstrained mode or with constraints imposed in manpower and/or costs. Management reports detailing unused course capacities and courses experiencing difficulties according to specified criteria are also produced. The model will be used to investigate alternative training options to aid the Army in meeting its training objectives. (Author)

ED 074 340 AC 014 283
Styler, W. E.

A Bibliographical Guide to Adult Education in Rural Areas, 1918-1972.

Hull Univ. (England). Dept. of Adult Education.

Pub Date 73

Note—51p.

Available from—University of Hull, Dept. of Adult Education, Cottingham Road, Hull, England (60 pence)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Adult Education Programs, Adult Farmer Education, *Annotated Bibliographies, Reference Materials, Resource Materials, *Rural Areas, Rural Education, Voluntary Agencies, Womens Education

Identifiers—Great Britain

Books, articles, periodicals, and other publications in this annotated bibliography deal with adult education in rural areas in Great Britain.

Items are grouped into the following areas: (1) publications on rural life of significance in the study of adult education in rural areas; (2) rural adult education in the context of general educational provision; (3) general works and articles on adult education which include a treatment of adult education in rural areas; (4) works and articles dealing specifically with adult education in rural areas; (5) the responsible bodies; (6) the local education authorities; (7) voluntary associations and institutions—general, the National Council of Social Service, rural community councils, village halls and community centers, women's institutes, Dartington Hall, Avoncroft, young farmers' clubs; (8) the arts in the countryside—general, drama, music; and (9) broadcasting and television. An index of authors is provided. (KM)

ED 074 341 AC 014 284
National Advisory Council on Adult Education: Annual Report.

National Advisory Council on Adult Education, Washington, D. C.

Pub Date Mar 73

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Basic Education, *Adult Education, *Annual Reports, Educational Finance, *Educational Legislation, Enrollment Rate, Financial Support, *Professional Associations, Tables (Data), Teacher Education

The annual report of the National Advisory Council on Adult Education is presented. The objective of the Council is to provide more learning opportunities for a larger number of adults. Subjects discussed include: Authorizations of Appropriations, Allotments Among States, State Plans, Special Experimental Projects, Graduate Fellowships, Federal Administration, National Advisory Council, State Advisory Councils, and National Institution of Education. (CK)

ED 074 342 AC 014 285
Drucker, Eugene H. Schwartz, Shepard

The Prediction of AWOL, Military Skills, and Leadership Potential.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No.—HumRRO-TR-73-1

Pub Date Jan 73

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Delinquent Identification, Enlisted Men, *Leadership Qualities, *Military Training, Motivation, *Prediction, Psychological Characteristics, Psychological Testing, *Success Factors, Technical Reports

Identifiers—Absent Without Leave, AWOL

During basic combat training, 2,072 enlisted men were classified as being either AWOL or Non-AWOL. Three hundred of these men were similarly classified after 90 days in their initial unit assignment. AWOL and Non-AWOL soldiers were then compared to determine whether certain factors could be used to predict which soldiers would go AWOL or to predict ratings of acquired military skills and of leadership potential. The results indicate that AWOL and Non-AWOL subjects differed on personality, education, intelligence, aptitude, and military component. No differences were found in attitude toward the Army, race, or physical status. AWOL and Non-AWOL subjects differed in age during initial unit assignment, but only among 17- and 18-year-old soldiers during basic combat training. Only 19-year-old and older subjects differed in career orientation. In general, the same factors that were related to AWOL were related also to military skill and leadership potential. (Author)

ED 074 343 AC 014 286
Caylor, John S. And Others

Methodologies for Determining Reading Requirements of Military Occupational Specialties.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No.—HumRRO-TR-73-5

Pub Date Mar 73

Note—81p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Literacy, Feasibility Studies, *Job Analysis, Military Personnel, *Military Service, Readability, *Reading Ability, *Read-

ing Level, Reading Research, Reading Tests, *Research Methodology, Technical Reports

READNEED research was concerned with the development of methodologies for determining reading requirements of Army Military Occupational Specialties (MOSs). Three approaches for assessing MOS literacy demands are described: (a) analysis of readability of Army MOS materials using a newly developed readability formula calibrated on Army personnel and Army job materials; (b) use of information currently in Army data banks to study relationships between reading ability (estimated from AFQT) and job proficiency (indexed by the Primary Military Occupational Specialty/Evaluation Test); and (c) direct assessment of personnel reading skills in relation to proficiency on specially constructed Job Reading Task Tests (JRITT). Feasibility studies that indicate the relative merits of each approach, and certain conceptual and operational problems in determining literacy requirements of jobs are described. (Author)

ED 074 344 AC 014 287

Training for New Trends in Clubs and Centers for Older Persons.

New York State Education Dept., Albany. Bureau of Special Continuing Education.

Report No.—TNT-5

Pub Date 72

Note—58p.; Proceedings of Seminar (Ithaca, New York, June 4-6, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Development, *Adult Leaders, Adult Programs, Age, *Conference Reports, Inservice Education, *Leadership Training, *Older Adults, Seminars, Senior Citizens, Social Welfare, State Programs

The proceedings of an inservice leadership training seminar for enriching the education-recreation programs for the elderly in New York State are presented. The following speeches were given: (1) "The Anatomy of Leadership" by Alan F. Klein; (2) "Leadership for What?" by Marvin S. Schreiber; (3) "Operationalizing Your Leadership With Groups" by Marvin S. Schreiber; (4) "Report on the State Leadership Council" by Lucile M. Kinne; (5) "The Community and the Aging: Critical Issues of Aging" by Neal S. Bellos; (6) "What Are We Looking For In Leadership?" (a symposium) chaired by Ollie A. Randall. Discussion periods were led by Marvin S. Schreiber and Neal S. Bellos, and closing remarks were made by Ollie A. Randall. Lists of consultants, discussion leaders, resource persons, and TNT-5 Planning Committee members are provided. (KM)

ED 074 345

AC 014 288

Long, Huey B.

The Education of the Mentally Retarded Adult: A Selective Review of Recent Literature.

Adult Education Association of U.S.A., Washington, D.C.; Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 1 Apr 73

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Annotated Bibliographies, Day Care Services, *Literature Reviews, *Mental Retardation, Motor Development, Reference Materials, Rehabilitation Programs, Sheltered Workshops, Special Education, Task Analysis, Teaching Techniques, *Vocational Rehabilitation

There is an increasing body of literature on the education of retarded adults; yet it appears to lack visibility because of recent origin, limitation mostly to journals and specialized publications, and general content with sparse references to adults. Three broad interest areas appear in the literature—the rationale for such education, teaching techniques and teachers, and program and curricula. Vocational rehabilitation, the major area where retarded adults have found backing, supports the thinking that retarded have the potential to live in the community at a fair level of independence. Teaching techniques for them differ slightly in an emphasis on more motor skills, on task analysis with rewards at each step, and on clinical teaching, with more detailed records and observation. Literature on teachers is almost non-existent. Trends seem to be developing toward day care centers, sheltered workshops, and activity centers. Curricula reflect the mis-

sions of the centers, heavily weighted toward vocational rehabilitation. Most references are annotated. (Author)

ED 074 346

AC 014 289

Knox, Alan B.

Life Long Self Directed Education.

Pub Date [73]

Note—110p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Learning, *Continuous Learning, Guides, *Health Occupations, Health Personnel, Individual Activities, *Individual Study, Models, *Professional Continuing Education

A rationale is presented with examples of an approach for professionals in the health sciences to becoming more self-directed in the ways in which they continue their education throughout their career. The five objectives of the discussion are: (1) to understand the functioning of the mentor role as it is used to guide self-directed education of health professionals; (2) to better understand a variety of effective strategies by which professionals in the health sciences can alternate between action problems and knowledge resources; (3) to recognize the way in which self-directed education fits into the broader context of continuing professional education; (4) to recognize that self-directedness in learning is a continuum which can be used by professionals to discover ways in which learning effectiveness can be improved; and (5) to appreciate the ways in which the proposed approach to life-long self-directed education can be used. The discussion is divided into four sections—continuing professional education, model of mentor role, the self-directed learner in action, and guidelines for facilitation of self-directed education. References are provided. (KM)

ED 074 347

AC 014 290

Bergsten, Urban. And Others

The SOS-VUX Project: Study Needs and Study Obstacles in Adult Education. Background and Design.

Council of Europe, Strasbourg (France). Committee for Out-of-School Education and Cultural Development.

Spons Agency—National Swedish Board of Education, Stockholm.

Pub Date Apr 73

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Attitudes, Data Collection, Failure Factors, *Literature Reviews, *Motivation, *Problem Solving, *Research Methodology, Social Factors, Student Needs

Identifiers—*Sweden

Factors surrounding needs and obstacles in Swedish adult education are studied. Homogenous and heterogenous groups with varying degrees of interest in participation were chosen for the study. A survey of the literature concerning participation in adult education was made. As part of this study, notice was made of the participation in adult education in the light of aspects of motivation. Three obstacles found to hinder adult education are: (1) those posed by the individual which form a part of the his own attitudes and life situation, (2) those related to that which is offered, and (3) obstacles in the societal environment. Other data mentioned in this study concern: (1) study obstacles in adult education, (2) specifying the problems, (3) collection of information and methodology for collection, (4) construction of instruments, and (5) plan for the preliminary investigation. (CK)

ED 074 348

AC 014 291

Gran, James R.

A Comparative Analysis of Selected Responses to the Four Year Follow-Up Questionnaires Returned by the Graduates of the Jackson County Adult Evening High School Classes of 1967-68-69.

Jackson County Adult Evening High School Program, Maquoketa, Iowa.

Pub Date Apr 73

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education Programs, *Comparative Analysis, *Continuation Education, Dropout Programs, Educational Attitudes, Employment Patterns, Evening Programs, *Followup Studies, *Graduate Surveys, Questionnaires, Tables (Data), Technical Reports

A comparative study was made of responses to the four-year followup questionnaires of the classes of 1967-68-69 of Jackson County Adult Evening High School. The purposes were to reveal any significant differences between classes in their responses, to answer questions concerning the benefits received by high school graduation, and to obtain results that would make the conclusions drawn more valid than they might be for any single class because of the larger numbers involved. The three followup studies were compared on a question-by-question basis. Among the results obtained are the following: (1) the benefits (educational, social and/or financial) do not differ significantly among these classes, regardless of class size, year of graduation, age or sex; (2) the program enables a significant number of housewives to seek and find employment which they did not do prior to completion of high school; (3) a very significant number of graduates in the labor market experience job changes or promotions far in excess of what could occur by chance; (4) about 12% have received additional training beyond high school; (5) nearly 23% have studied some subject since graduation; and (6) there were no significant differences between classes or between men and women in the numbers reporting to be better off financially. Recommendations concerning use of the study, this and similar programs, and dropout studies are made. (For related document, see AC 014 268.) (KM)

ED 074 349

AC 014 292

Learning Laboratories for Unemployed, Out-of-School Youth. Occupational Orientation.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 72

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Employment Opportunities, Employment Programs, Instructional Materials, Job Application, *Learning Activities, Learning Laboratories, *Occupational Guidance, *Programmed Texts, *Unemployed, *Youth

Learning activities supplementing those found in the curriculum resource handbook, "Learning Laboratories for Unemployed, Out-of-School Youth," and useful for occupational guidance are suggested. Activities suggested concern: (1) Conducting orientation procedures, (2) An alternative method for organizing the interaction seminar, (3) Establishing a personal folder, (4) Using the personal file folder, (5) Correcting undesirable qualities, (6) Selecting a vocation, (7) Locating a job, (8) What to do about employment discrimination, (9) Survey of local employment opportunities, (10) Why people fail to get jobs, and (11) Why people fail to keep jobs. (CK)

ED 074 350

AC 014 293

Learning Laboratories for Unemployed, Out-of-School Youth. Health Education - Part I.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 72

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Alcohol Education, Drug Education, *Health Education, Infectious Diseases, Instructional Materials, *Learning Activities, Learning Laboratories, *Programmed Texts, Sex Education, *Unemployed, *Youth

Learning activities which would supplement those found in the curriculum resource handbook, "Learning Laboratories for Unemployed, Out-of-School Youth," which are useful for the health teacher are presented. Activities suggested concern: (1) Community drug survey, (2) Physician resource on drug use, (3) Physical and psychological harm, (4) Methadone, (5) Over-the-counter drug cautions, (6) Prescription labels, (7) Attitude toward drugs, (8) Facts about smoking, (9) The effects of smoking on blood circulation, (10) Why adolescents drink, (11) True-false test on alcohol, (12) Reactions to alcohol, (13) Attitudinal survey on school alcohol, (14) Community resources for alcohol abuse, and (15) Veneral disease. (CK)

ED 074 351

AC 014 294

Environmental Relationships in Business. Instructor's Guide for an Adult Course.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 72
Note—31p.; Part I in a Series: Preparation for
Certified Professional Secretary Examination
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education Programs, *Business Education, Case Studies, Instructional Materials, *Interpersonal Relationship, *Secretaries, *Teaching Guides, Work Environment

An instructor's guide for the presentation of an adult secretarial/business education course is presented. It is divided into 10 lessons. The first four lessons cover the factors in people and groups which are fundamental to an understanding of environmental (or human) relationships in business. The rest of the lessons take up specific aspects of the business environment. Lessons 4 through 9 show references to case problems which can be of aid to the instructor. (CK)

ED 074 352 AC 014 295

Communications and Decision Making. Instructor's Guide for an Adult Course.
New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 72
Note—49p.; Part V in a series; Preparation for
Certified Professional Secretary Examination
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Vocational Education, *Business Education, Communication Skills, *Decision Making Skills, Lesson Plans, *Secretaries, *Teaching Guides, Typewriting, *Writing Skills
A course for secretaries who wish to update their skills in written communications and decision making is presented. The course contains 10 sessions. The first five deal with written communication and skills brushup. The remaining five deal with decision-making skills. (CK)

ED 074 353 AC 014 297

Lionberger, Herbert F. Yeh, Chii-jeng
Changing Neighborhood and Clique Structure in Two Missouri Communities, 1955-66.

Missouri Univ., Columbia. Dept. of Rural Sociology.

Pub Date 7 Mar 72
Note—26p.; Paper presented at Rural Sociological Society Meetings (Baton Rouge, Louisiana, August, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Change, *Community Study, Friendship, *Longitudinal Studies, *Neighborhood, *Social Change, Social Isolation, Social Relations, Technical Reports

A study was conducted of two Missouri communities to investigate neighborhood change between 1956 and 1966 and social cliques as possible emerging replacements for neighborhoods. Ozark, in an economically disadvantaged southern part of the State, has experienced drastic farm changes, from general to dairy farming and later to enterprises more compatible with off-farm employment. The majority of the people have become disassociated from farming as an occupation and many others are marginally committed. In Prairie, most changes were improvements in farming; the majority in the open country are engaged in farming full time. In interviews in 1956 and 1966, farmers were asked questions eliciting the names of specific persons with whom each farmer said he associated most closely, those he regarded as best friends, and those from whom he obtained general information about farming and with whom he exchanged work. Changes were assessed by examining shifts in membership within social cliques and neighborhoods and from one to another and social association and friendship. The shift from neighborhood to clique association did not occur in Prairie, but both social association and farming informational exchange became more diffuse. In Ozark, a shift occurred at the expense of neighborhood membership, but the shift to affiliation with neither a neighborhood nor social clique was even greater. The changes support the view that social clique formation is the product of a differentiation of interest occurring within the society. (KM)

ED 074 354 AC 014 298

Hargis, Jerry L., Ed.
Proceedings of a National Conference on The Continuing Education Unit: An Examination. (April 27-28, 1972).

Virginia Polytechnic Inst. and State Univ., Blacksburg. Extension Div.

Spons Agency—Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Colleges.

Pub Date Apr 72
Note—213p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Adult Education, *Conference Reports, Data Collection, Extension Education, Information Retrieval, *University Extension

Proceedings of a national conference on continuing education are presented. Subjects discussed include: (1) The National Task Force Report; Implications for Business and Industry; (2) The Public Service Challenge; Implications for University Continuing Education of the Continuing Education Unit (CEU); (3) Implications for Government training; (4) Recording and Retrieving CEU Data; (5) Criteria for a Handbook; and (6) General Information. (CK)

ED 074 355 AC 014 299

Harman, David

Functional Education for Family Life Planning, II.

Program Design.

World Education, Inc., New York, N.Y.

Pub Date Jan 73

Note—130p.; Monograph

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Basic Education, Adult Education Programs, Adult Learning, Curriculum Design, *Family Life Education, Program Administration, *Program Development, Program Evaluation, Resource Materials, Surveys, Teacher Education, Teaching Methods

A program for family life education is outlined in its various stages. The outline contains nine chapters: (1) Stages in Planning, (2) A Pattern for Planning, (3) Target Population and Preprogram Surveys, (4) Syllabus and Curriculum Design, (5) Teaching Methods, (6) Curriculum Development and the Preparation of Materials, (7) Recruitment and Training of Teachers, (8) Program Administration, and (9) Evaluation for Family Life Planning Education Projects. (CK)

ED 074 356 AC 014 300

Curtis, Gary A., Ed.

Workshop on Evaluation and Recommendations Relating to the National Conference for Coordinating Vocational Rehabilitation and Educational Services for Deaf People.

Social and Rehabilitation Service (DHEW), Washington, D.C. Rehabilitation Services Administration.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 71

Note—77p.; Coordination of Workshop Provided by New Mexico State Univ., Las Cruces

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, *Deaf, *Deaf Education, Interagency Coordination, Laws, Program Evaluation, *Vocational Rehabilitation, *Workshops

The results of a workshop on evaluation and recommendation on rehabilitation and education services for the deaf are presented. The meeting reveals the following: (1) The consumer of services has experienced direct involvement as never before; (2) Professionals have been forced to examine their services; (3) The quality of all services for the deaf has been discussed openly; (4) Rehabilitation officials and educators recognized certain common goals; (5) Channels of communication and interaction among officials have been established; (6) Authority provisions are being dealt with; and (7) New perceptions of the services needed by the deaf are surfacing. Other considerations are discussed. (Author/CK)

ED 074 357 AC 014 302

Kroupa, Eugene A. And Others

Agricultural Market News Programming of Wisconsin Radio and Television Stations.

Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.

Pub Date Dec 72

Note—31p.

Available from—Agricultural Bulletin Building, 1535 Observatory Drive, Madison, Wis. 53706 (\$0.30 plus postage)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Farmer Education, *Agriculture, *Information Dissemination, Mass Media, News Media, *Radio, *Surveys, Tables (Data), *Television

This study was designed to determine what Wisconsin's 92 AM and 107 FM radio and 18 television stations were providing as agricultural market information programming. Data were collected via a two-phase survey. It was found that the number of stations giving farm and market news were 79% of AM, 56% of FM, and 1% of television stations based on a 100% accounting of all Wisconsin stations. Much of the data is given in tabular form. (CK)

ED 074 358 AC 014 303

Scheffknecht, Jean-Joseph

Introductory Considerations Concerning Tutor Training. Committee for Out-of-School Education and Cultural Development. Outline Programmes, The Tutor.

Council of Europe, Strasbourg (France). Committee for Out-of-School Education and Cultural Development.

Pub Date 8 May 71

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Educators, Educational Trends, *Teacher Education, Teaching Guides, *Training Objectives, *Training Techniques, Tutoring

Identifiers—Europe

A study was conducted to present an outline program for the training of tutors (adult educators). The present state of tutor training in Europe is considered. Major topics of discussion are: (1) Types of tutor training and general trends, (2) Main features of tutor training, (3) Aims and methods of tutor training. A total of 16 training units are given. These include: (1) Analysis of subject matter and teaching plan, (2) Reception of information and conditions of its communication, and (3) Learning situation and group. (CK)

ED 074 359 AC 014 304

Inservice Education: Consultation and Related Services for Nursing Home Personnel. Final Report.

United Hospital Fund of New York, N.Y.

Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md. Regional Medical Programs Service.

Pub Date Dec 72

Note—170p.; A Demonstration Project

Available from—United Hospital Fund of New York, 3 East 54 Street, New York, N.Y. 10022 (no price quoted)

Document Not Available from EDRS.

Descriptors—*Counseling, *Consultants, Demonstration Projects, Health Occupations Education, *Inservice Education, Interviews, *Nursing Homes, *Professional Training, Program Descriptions, Training Techniques
Identifiers—*Nursing Home Trainer Program

A project to demonstrate how a team of instructor/consultants could function on a regional basis to help upgrade inservice education programs in nursing homes was conducted. The design of this Nursing Home Training Program was structured to allow for changes in demonstrated services in accordance with reactions of participants. An advisory and an operational committee were created to assist project staff. Consultants and staff members made 211 visits to nursing homes and worked in conjunction with 92 nursing home personnel. Visits were undertaken to conduct interviews designed to establish and maintain working relationships, obtain information, plan and evaluate programs, and demonstrate, develop and test various teaching methods. It was concluded that the findings and results of the demonstration supported the need for individualized services provided by instructor/consultants. Services aided administrators in coping with their charges. (CK)

ED 074 360 AC 014 305

Nursing Home Trainer Program Information Service. A Selected Bibliography.

United Hospital Fund of New York, N.Y.

Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md. Regional Medical Programs Service.

Pub Date Dec 72

Note—160p.; Master List of Selected References

Available from—United Hospital Fund of New York, 3 East 54 Street, New York, N.Y. 10022 (no price quoted)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Health Occupations Education, Information Dissemination, *Nursing Homes, Older Adults, Professional Training, *Resource Materials
Identifiers—*Nursing Home Trainer Program

An annotated bibliography to supplement the final report of the Nursing Home Trainer Program is presented. The 14 groups of references reflect a philosophy based on principles of adult education. For related document, see AC 014 304. (CK)

ED 074 361 AC 014 306

Dickman, Irving R., Ed.

How to Plan an Inservice Education for (Your) Nursing Home.

United Hospital Fund of New York, N.Y. Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md. Regional Medical Programs Service.

Pub Date Dec 72

Note—47p.

Available from—United Hospital Fund of New York, 3 East 54 Street, New York, N.Y. 10022 (no price quoted)

Document Not Available from EDRS.

Descriptors—Educational Planning, *Guides, Health Occupations Education, *Inservice Education, *Nursing Homes, Program Administration, *Program Planning

A guide to offer the nursing home administrator and his inservice education coordinator a source of information about the process of program planning in inservice education is presented. To plan a program, the following steps are necessary: (1) Know the problem; (2) Gather the facts; (3) Examine the facts; (4) Select the best solution; (5) Gain acceptance; and (6) Make it happen. (CK)

ED 074 362 AC 014 308

Niederfrank, E. J.

Developing Programs for the Rural Handicapped.

Department of Agriculture, Washington, D. C.

Extension Service.

Report No.—USDA-PA-961

Pub Date Sep 70

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Action, Community Attitudes, *Guides, *Handicapped, Leadership, Local Government, *Program Planning, *Rural Areas, *State Government, *Vocational Rehabilitation

Suggestions for aiding State and local organizations in developing programs for aiding the handicapped in rural areas are presented. It is pointed out that the greatest problem of handicapped people is community apathy in regard to helping them. The key public resource in every State is the State vocational rehabilitation agency. The first action on the State level should come from the Governor's Committee on Employment of the Handicapped and should consist of forming a State Rural Areas Committee for the Handicapped. On a local basis, the first step is to designate a local organization to give administrative leadership to developing work with the handicapped locally. Work with the handicapped in rural areas is a three-fold, interrelated responsibility. It involves establishing and maintaining organization, determining the facts and defining objectives, and planning and carrying out action projects. (CK)

ED 074 363 AC 014 309

Flaherty, Jane Frances

Characteristics of Illiterate Adults at St. Teresa's Voluntary Improvement Program and Their Implications for Training Volunteer Tutors.

Pub Date 70

Note—144p.; M.A. Thesis, St. Louis University

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Basic Education, *Adult Characteristics, Educational Needs, Functional Illiteracy, *Illiterate Adults, Improvement Programs, Individual Characteristics, Interviews, Teaching Techniques, Technical Reports, Tests, *Tutorial Programs, Tutoring, *Volunteers

Identifiers—ABLE, *Adult Basic Learning Examination

A study was conducted to determine: (1) characteristics of illiterate adults enrolled at St. Teresa's VIP, and (2) implications of these characteristics for training volunteer tutors. A review was conducted of related research and

opinion articles. A total of 48 students were interviewed concerning educational background, reasons for attending adult classes and degree to which adult school had helped, if any. Students were also tested on the Adult Basic Learning Examination (ABLE) to determine their educational achievement. The students showed great enthusiasm for learning. The four areas that are probably the most important for tutors to know about are: (1) The background of the students; (2) What the student knows or can do well; (3) What kinds of things the student needs or wants to learn; and (4) How to teach—techniques, methods, materials. (CK)

ED 074 364 AC 014 310

Using Visuals in Agricultural Extension Programs.

Department of Agriculture, Washington, D. C.

Extension Service; International Cooperation Administration (Dept. of State), Washington, D.C.

Report No.—ESC-561

Pub Date Jul 67

Note—90p.; Reprint

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Learning, *Agricultural Education, *Audiovisual Aids, Communications, *Extension Education, Guides, *Visual Aids, *Visual Learning

One of a series of booklets designed to answer questions about agricultural communications is presented. This booklet illustrates how visual teaching speeds learning and effects faster agricultural progress. Chapter titles include: (1) Visuals and Learning; (2) Visuals in Extension Teaching; (3) Presentation Visuals; (4) Drama and Music; (5) Illustrated Literature; and (6) Projected Visuals. (CK)

ED 074 365 AC 014 311

The School and Continuing Education: Four Studies.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 72

Note—255p.

Available from—United Nations Educational, Scientific, and Cultural Organization, Place de Fontenay, 75 Paris-7e, France (\$5.00)

Document Not Available from EDRS.

Descriptors—*Adult Education, Adult Education Programs, Books, Educational Change, *Educational Philosophy, *National Programs, *Student Attitudes

The substance of four studies is presented to aid in identifying and analyzing the concept of continuing education and showing its practical implications. The first paper, "Continuing Education and the Educational System in France," by Joffre Dumazedier, shows the various sectors of education and its functions in France and also its inadequacies. The second study, "The Influence of Schools on Continuing Education in the United States of America," by Alexander N. Charters, identifies the factors which paralyze the pupils' desire and capacity to continue to study after leaving school. The third paper, "The Idea of Continuing Education in the Current Reform of Educational Systems and Teacher Training," by Jiri Kotasek, is philosophical in its emphasis. Finally Pierre Allouard's "The Present Situation of Continuing Education in France among Engineers and in Schools of Engineering," describes continuing education as an educational process that derives from diverse sources. (CK)

ED 074 366 AC 014 312

Gaines, Richard N. Hoine, Haskel

An Evaluation of a Race Relations Seminar.

Naval Technical Training Command, Millington, Tenn. Research Branch.

Report No.—RBR-10-73

Pub Date Apr 73

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Changing Attitudes, Dialogue, Program Descriptions, *Program Effectiveness, Program Evaluation, *Race Relations, *Racial Attitudes, *Seminars, Tests

Identifiers—Woodmansee Multifactor Racial Attitude Inventory

This report evaluates the effectiveness of a seminar approach to changing attitudes on race relations. The seminars were relatively open-ended dialogue between black and white servicemen. The seminars had 16 members and were run by two facilitators that had only local or

minimal training. Attitude change was measured by the Woodmansee Multifactor Racial Attitude Inventory. A six-group experimental design was used that provided for testing prior to the seminar, testing at the end of the one-week seminar, and at a three-month interval with appropriate control groups. Results indicated that the seminar changed racial attitudes significantly, in an equalitarian direction, at the one-week and three-month testing intervals. (Author)

ED 074 367 AC 014 313

Nakamoto, June Verner, Coolie

Continuing Education in the Health Professions. A Review of the Literature: 1960-1970.

Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 73

Note—340p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Adult Education, Dentistry, *Health Occupations Education, *Literature Reviews, Medical Education, Medicine, Nursing, Pharmacists, Program Administration, Teaching Techniques

A review is made of the literature on continuing education in the health professions. After an overview of the study, six chapters cover continuing education in medicine—physical composition and distribution, participation in continuing education, organization and administration, instructional processes, evaluation, and summary and conclusions. Then follow four chapters on dentistry—the profession and continuing education, participation, program administration and organization, and a summary. Four chapters on nursing discuss nurse composition and distribution and concern for continuing education, characteristics of the participants, sponsors and programs, administration of the programs, and some sample programs. Four chapters on continuing education in pharmacy are followed by major conclusions of the study. There are references at the end of each section. (Author)

ED 074 368 AC 014 314

Udus, Ingelise

Some Trends and Reforms in the Educational Policy of Norway in the Light of the Concept of Life-Long Education.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date Oct 72

Note—25p.; Working document for the Interdisciplinary Symposium on Life-Long Education (Paris, 25 September - 2 October, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Changing Attitudes, *Concept Formation, *Continuous Learning, Educational Change, *Educational Trends, Government Role, Organizations (Groups), *Policy Formation, Speeches

Identifiers—*Norway

An emphasis on planned and completed educational reforms in Norway which reflect the attitude that education is a lifelong process is presented in this document. A study is made of some of the trends in the development of the formal school system which have been influenced by the concept of life-long education. This study includes primary, secondary, post-secondary, and teacher education. Organizations responsible for adult education are: (1) voluntary and private institutions, (2) labor, and (3) public authorities. It is pointed out that the greatest problem is to determine to what extent adult education should be state-controlled. It is proposed that the Norwegian Adult Education Institute be established to deal with the problems of adult education and to undertake counseling, contact and advisory service. It is concluded that life-long education in Norway is no longer the concern of an exclusive group, but of society as a whole. (CK)

ED 074 369 AC 014 315

Bolino, August C.

Occupational Education as a Source of Economic Growth.

Catholic Univ. of America, Washington, D.C.

Dept. of Economics.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-11-72-25

Pub Date 30 Nov 72

Note—269p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-214-189, MF \$0.95 HC \$6.75)

Document Not Available from EDRS.

Descriptors—*Adult Education Programs, *Adult Vocational Education, Economic Development, *Economic Progress, Employment, *Labor Economics, Labor Force, Labor Market, Manpower Development, Technical Reports

In determining the contribution of education to economic growth, Denison omitted occupational education because it "would have but little effect." He estimates that education accounted for 23 percent of the 2.93 percentage point rate of growth of national product from 1929-1957 and 12 percent of the 1909-1929 growth. This research has two main objectives: to trace the development of occupational education and to recompute labor productivity by adding in the omitted types of education: adult education, adult vocational education, apprenticeships, correspondence schools, Federal training programs, on-the-job training, private business schools, and special schools. (Author)

ED 074 370 AC 014 316

Foster, William J.

The Rearranged Workweek of Four Days, Forty Hours with a Treatment of Military Applications.

Air Force Inst. of Tech., Wright-Patterson AFB, Ohio. School of Engineering.

Report No.—GSM-SM-72-7

Pub Date Sep 72

Note—132p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-754 157, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Government Employees, Interviews, Literature Reviews, *Military Personnel, *Program Evaluation, Technical Reports, Tests, *Working Hours

The primary purpose of the study was to develop a military reference on the rearranged workweek, especially the four-day, forty-hour arrangement. In the research an extensive review of pertinent literature was accomplished to provide the necessary background to properly evaluate the military four-day, forty-hour workweek experience at McGuire Air Force Base, New Jersey. The test program included five percent of the 438th Military Airlift Wing personnel. Civilians were personally excluded from participating in the test program because of Federal overtime laws, although some civil service managers supervised participating military personnel. Interviews were conducted with managerial personnel involved in the limited test program, which lasted from July to November, 1971. (Author)

ED 074 371 AC 014 317

Seccatore, Luis A.

Course Scheduling to Find the Minimum Cost Set of Facilities Required.

Naval Postgraduate School, Monterey, Calif.

Pub Date Sep 72

Note—71p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-754 345, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Administrator Guides, *Cost Effectiveness, *Educational Facilities, *Feasibility Studies, *Military Personnel, *Scheduling Identifiers—Fleet Ballistic Missile School

The problem of determining the quantity of classroom, laboratories and instructors to train sections of students attending numerous distinct courses in a school such as the Fleet Ballistic Missile School is considered. A procedure is developed for determining feasible schedules in order to graduate a fixed number of trainees over time while minimizing the cost of facilities mix required. (Author)

ED 074 372 AC 014 318

Hodge, William E.

An Historical Analysis of the United States Naval Academy Graduates in the United States Air Force.

Air Force Inst. of Tech., Wright-Patterson AFB, Ohio. School of Engineering.

Report No.—GSM-SM-72-12

Pub Date Sep 72

Note—158p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-754 156, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Educational Background, Family Background, Followup Studies, *Graduate Surveys, Masters Theses, *Military Schools, Military Training, *Officer Personnel, Questionnaires, Technical Reports, Veterans

The purpose of the study is to provide an analysis of the Naval Academy graduates who were commissioned in the Air Force upon graduation. Active duty personnel records were searched to determine retention, rank, professional military education, education level and career field assignments. Comparisons were made between this group and the regular officer complement. A questionnaire was developed to provide biographical data and facts of a personal nature. All graduates electing the Air Force from the classes of 1949 through 1960 inclusive were surveyed. An analysis was made of the respondents in three categories—active duty, separatees, and retirees. (Author)

ED 074 373 AC 014 319

Hydrologic Services Course.

National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Weather Service.

Pub Date Dec 71

Note—260p.; Reprint

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Agency Role, *Correspondence Courses, *Course Descriptions, *Curriculum Guides, Natural Resources, *Water Resources Identifiers—*National Weather Service, Weather Forecasting

A course to develop an understanding of the scope of water resource activities, of the need for forecasting, of the National Weather Service's role in hydrology, and of the proper procedures to follow in fulfilling this role is presented. The course is one of self-help, guided by correspondence. Nine lessons are included: (1) Hydrology in the National Weather Service, (2) water management programs, (3) Is there a water shortage? (4) water resources management and control structures, (5) data acquisition and processing, (6) office arrangements, (7) forecasts, (8) dissemination, and (9) administration. (CK)

ED 074 374 AC 014 320

Spear, Mel

The Guide for In-Service Training for Developing Services for Older Persons. A Report of the APWA - California Project.

Administration on Aging (DHEW), Washington, D.C.; American Public Welfare Association, Chicago, Ill.

Report No.—DHEW-SRS-73-20667

Pub Date Jun 70

Note—60p.; Reprinted by U.S. Dept. of Health, Education, and Welfare, Social and Rehabilitation Service Administration on Aging

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age, Community Resources, Course Content, Health Services, *Human Services, *Inservice Education, *Older Adults, Senior Citizens, *Teaching Guides, Teaching Techniques

A guide to encourage all concerned personnel to develop and improve resources and skills that will improve their service to the elderly who receive public assistance is presented. The guide contains seven teaching units, each containing an outline of content to be taught. These basic elements are emphasized: training process, training media, training methods, and training techniques. Unit titles are: (1) aging: definitions, concepts, and attitudes; (2) the older American; (3) the aging process; (4) health and illness; (5) the agency and the elderly client; (6) services for the aging and aged; and (7) community resources. (CK)

ED 074 375 AC 014 321

Oberle, Wayne H., Comp.

A Bibliographical Guide to Structural Development.

Texas A and M Univ., College Station. Dept. of Agricultural Economics and Rural Sociology.

Report No.—INFO-R-72

Pub Date 1 Jun 72

Note—87p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agricultural Trends, *Bibliographies, Community Development, Decision Making, *Economic Development, *Guides, Rural Development, *Social Change, *Social Structure, Volunteers

A bibliography of literature on the relationship of social structures to development is presented. Development is defined as a decision-making process characterized by resource utilization which benefits the public interest as well as private economic interests. Entries are made under the following categories: changing social, political, and economic dimensions of agriculture; citizen participation; community development; community leadership; community organization; delivery of services; extension service; local government; poverty, status attainment, and mobility; regional organization and planning; rural development; rural-urban linkages; social change; social indicators; social organization; and voluntary associations. (CK)

ED 074 376

AC 014 327

Narang, H. L.

Canadian Research in Adult Education: A Bibliography of Masters' Theses and Doctoral Dissertations.

Pub Date Nov 72

Note—3p.

Journal Cit.—Saskatchewan Administrator; v6 n4 Nov 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Basic Education, *Adult Education, Adult Educators, *Bibliographies, *Doctoral Theses, English (Second Language), Higher Education, Literacy, *Masters Theses, Teaching Methods, Womens Education Identifiers—*Canada

This bibliography of masters' theses and doctoral dissertations concerning adult education in Canada contains 36 entries. Topics of the research include illiteracy, ABE, adult educators, TESL, higher education for adults, women's education, and instructional techniques. (KM)

ED 074 377 AC 014 328

Report of Sarawak Council for Further Education.

Sarawak Council for Further Education, Kuching (Malaysia).

Pub Date 73

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education Programs, *Annual Reports, *Conference Reports, Evening Programs, *Night Schools Identifiers—Malaysia, *Sarawak

The 1972 report of the Sarawak Council for Further Education and the minutes of its 31 March 1973 meetings are provided. Information regarding committee memberships, staff, education centers, yearly examinations, and finances is provided. (KM)

ED 074 378 AC 014 329

Gross, John G.

The Effect of Reimbursement of Out-of-Pocket Expenses on Low Income Volunteer Leadership Participation.

Pub Date Aug 72

Note—93p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Programs, Extension Education, Health Programs, *Incentive Systems, Leadership, *Low Income Groups, Positive Reinforcement, Technical Reports, Urban Extension, *Volunteers, *Youth Leaders

A study was conducted to determine the effect of reimbursement of expenses on the recruitment, training, and holding of volunteer leaders in the youth phase of the Expanded Food and Nutrition Program in Kansas City. The experiment was conducted at six program sites during the summer and spring program operations, which consisted of showing eight short films on nutrition on the educational television channel. Volunteer leaders were recruited and trained to organize viewing groups of children and conduct followup activities such as demonstrations, games, and field trips. Volunteers at three of the sites were reimbursed during the summer and at the other three sites during the spring. Volunteers and dropout volunteers were interviewed after the first phase concerning their attitudes, background, and reading and television viewing habits. Training for the second phase was improved, after which more interviews were conducted. Among the findings were the following: (1) Volunteers do not like to be pressured into volunteering and do like adequate training; (2) reimbursement reduced the dropouts of volunteers and encouraged them to involve more children in viewing; and (3) the organization which most in low-income areas participate in is the church, which could effectively

be used in implementing programs for low-income people. An appendix contains announcements and folders used in promotion, a handbook for volunteers, and nutrition games and activities. (KM)

ED 074 379 AC 014 330

Bennett, Claude F. Soobitsky, Joel R.
Obtaining Local Resources for County Extension Programs.

Department of Agriculture, Washington, D. C. Extension Service.

Report No.—PSD-2-16-5-72

Pub Date May 72

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Relations, *Community Resources, *Extension Agents, Extension Education, Financial Support, *Manuals, Program Planning, *Program Proposals, Project Applications, Publicize, Public Support

This manual is intended to aid extension personnel in obtaining local support through written proposals. The following topics are discussed: (1) reasons for a written proposal; (2) factors to consider in planning proposals; (3) strategy for proposal development—organization structure, writing the proposal, objectives of the proposed project, program description, program procedures, budget; (4) presentation of proposal; (5) evaluating and publicizing; and (6) example of actual proposal successfully funded. Contained in appendices are examples of local proposals, an example of evaluation of programs, an example of publicizing, and a potential list of local sponsors. (KM)

ED 074 380 AC 014 331

Clague, Ewan And Others

The Health-Impaired Miner Under the Black Lung Legislation. Revised.

Kramer (Leo), Inc., Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-11-71-32

Pub Date Mar 73

Note—161p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Air Pollution Control, Federal Aid, *Federal Legislation, *Financial Support, *Labor Conditions, Labor Force Nonparticipants, Labor Standards, *Occupational Diseases, Questionnaires, *Safety, Special Health Problems, Surveys, Technical Reports, Vocational Rehabilitation

Identifiers—Federal Coal Mine Health and Safety Act

The report reviews the administration of the Federal Coal Mine Health and Safety Act of 1969 with respect to coal workers' pneumoconiosis (black lung) and analyzes the results. The objective of establishing and maintaining cleaner air in the mines has been substantially achieved by the Bureau of Mines inspection system. The second, which provided that an afflicted, but not disabled, miner could transfer to a job in clean air, has been used sparingly by the miners. The third, which provided for Federal benefits for miners fully disabled by black lung (and for widows and orphans) has been highly successful in numbers of beneficiaries. As of October, 1972, about 88,000 miners and 87,900 widows and orphans were receiving benefits. In 1972 Congress amended the legislation to extend the benefits to other lung diseases, and another 23,800 miners qualified on that basis, with the processing still incomplete by December 1972. On July 1, 1973, the Federal program becomes the responsibility of the Department of Labor for a transition period with benefit payments charged back to the industry. On January 1, 1974, the program is to be returned to the States under workmen's compensation laws subject to Federal standards. (Author/KM)

ED 074 381 AC 014 333

Houghton, Harold, Ed. Tregear, Peter, Ed.

Community Schools in Developing Countries. International Studies in Education 23.

United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.

Pub Date 69

Note—96p.

Available from—Unesco Institute for Education, Hamburg, West Germany (No price quoted)

Document Not Available from EDRS.

Descriptors—Agricultural Education, Arithmetic Curriculum, *Community Schools, *Conference Reports, Curriculum Development, *Developing Nations, *Educational Needs, International Education, *Rural Development, School Community Relationship, Student Centered Curriculum, Teacher Education

Identifiers—UNESCO

This book is a synthesis of the work and discussions of a Unesco conference that examined the problems concerning the structure and functioning of community schools in developing countries. Participants worked in four groups studying respectively the position of the teacher in relation to the community, the means he should employ to obtain the cooperation of the community and the scope of his activities, and the role of the teacher, taking into account differing conditions, curricula, and teacher training. Topics discussed in the report are: (1) all we like sheep—new attitudes in rural education and development; (2) the school and the community; (3) the curriculum—an appropriate methodology, the community and the environment in the teaching of arithmetic; (4) the education of the teacher—in-service training, general; and (5) why not?—reasons for the current lack of community schools. Appendices contain descriptions of 5 community schools, the views of an Upper Volta teacher, and a description of vocational centers in Papuan New Guinea. (KM)

ED 074 382 AC 014 334

Gretler, Armin

The Training of Adult Middle-Level Personnel.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 72

Note—164p.

Available from—Unesco, Place de Fontenoy, 75 Paris-7e, France (\$4.00)

Document Not Available from EDRS.

Descriptors—*Adult Vocational Education, *Developing Nations, Economic Development, Guides, *Managerial Occupations, *Manpower Utilization, Supervisory Activities, *Supervisory Training, Technical Education

Identifiers—UNESCO

This report examines the lack of middle-level personnel in developing countries and describes the activities and the categories of manpower that belong at the intermediate level. Middle-level personnel are defined primarily according to occupational function—inspection or checking, supervision and organization, highly skilled technical activity—and secondarily according to educational level, secondary education or equivalent training. The kind of training involved at this level and a number of training programs in different countries and regions are discussed. Statistical information is provided, and the laws and regulations relating to status and training requirements are reviewed. This study is intended as a source book for research workers, adult educationists, administrators and planners in national and international contexts, as well as for those specialists concerned with projects for economic development and social integration. (KM)

ED 074 383 AC 014 335

Niemi, John A.

English for "Old" Canadians: The Finnish Project in British Columbia.

Pub Date [71]

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education Programs, *Conversational Language Courses, *English (Second Language), Language Fluency, *Older Adults, Program Descriptions, Second Language Learning, Speech Habits

Identifiers—Berlitz Method, *British Columbia, Canada

The Finnish-Canadian Citizenship Project was organized to teach English to older Canadians of Finnish descent in British Columbia. The 24 enrollees had between one and ten years of formal schooling. The Finnish Canadians use a dialect of English words with Finnish pronunciations that must be unlearned in order to learn English. The students established the course objectives and stipulated that they wanted teachers who understood their special linguistic problems. Diagnostic interviews, using an audiovisual device to picture the speech patterns of teacher and student, were used to divide the class into three groups based on the level of fluency. The Berlitz method was used, and teachers concentrated on

sounds that present special difficulties for Finns—w, wh, ch, f, z, th. During interviews at the last class, students were permitted to evaluate their experiences. Most reported an improvement in speaking ability and self-confidence and a loss of timidity in communicating with others in groups. Implications of the program considered useful for adult educators include: (1) the wisdom of making initial contacts with participants through a person they trust, who understands the problems of the particular ethnic group; (2) the value of having the participants plan their own program; (3) the importance of arranging for a group to learn together; and (4) the need for diagnostic sessions. (KM)

ED 074 384 AC 014 336

Samet, Margaret, Ed.

Public Continuing and Adult Education 1973 Almanac.

National Association for Public Continuing and Adult Education, Washington, D.C.

Pub Date 73

Note—187p.

Available from—National Association for Public Continuing & Adult Education, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$5.00, Associate Members, \$10.00 Nonmembers)

Document Not Available from EDRS.

Descriptors—*Adult Education, *Adult Education Programs, *Directories, Employment Patterns, Enrollment Rate, *Professional Associations, State Departments of Education, State Programs, Statistical Data

This almanac of adult and continuing education covers the following topics: (1) information concerning NAPCAE, National Association for Public Continuing and Adult Education; (2) statistics—adult education legislative summary, State support for adult education, educational attainment, work experience patterns; enrollment data; expenditures; administrative personnel, instructional personnel; (3) directories—associations affiliated with NAPCAE, State department personnel, voluntary associations, graduate programs, National Advisory Council on Adult Education, regional representatives; (4) NAPCAE membership; (5) NAPCAE constitution and publications; and (6) directory of advertisers. (KM)

ED 074 385 AC 014 337

Soobitsky, Joel R. Cunningham, Clarence J.

Perceived Training Needs of Urban 4-H Agents Working with Disadvantaged Audiences.

Ohio State Univ., Columbus. Cooperative Extension Service.

Spons Agency—Department of Agriculture, Washington, D. C. Extension Service.

Pub Date 71

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Disadvantaged Youth, *Educational Needs, *Extension Agents, Extension Education, *Inservice Education, Leadership Training, Rating Scales, *Surveys, *Urban Extension, Youth Clubs, Youth Leaders

Identifiers—*Four H Clubs

A study was conducted of the perceived training needs and the importance of these needs for job effectiveness of urban extension agents working with disadvantaged audiences. The questionnaire was based largely on nine general areas of competency. Most of the respondents were younger than 35 and had less than 5 years' experience. Among the training needs they perceived were technical knowledge; effective use of radio, photographs, telephone, personal letters, television and newsletters; understanding why people join organizations and the purposes of various agencies serving the disadvantaged; understanding the relationship of daydreaming to creative thinking; understanding the implications of the rapidly changing population trends; how to develop a long-range extension program plan; how to develop an approach sensitive to the disadvantaged; programs on career exploration and development; how to interpret results of research in the physical sciences; and understanding of how the extension service is organized. (KM)

ED 074 386

CG 007 781

Gross, Alan E. And Others

When Humanitarianism Is Not Humane: Helping--the Recipient's View.

Pub Date Apr 73

Note--20p.; Paper presented at the American Psychological Association Convention (September 7, 1972, Honolulu, Hawaii)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Agency Role, *Federal Aid, Federal Programs, *Helping Relationship, Individual Psychology, Interpersonal Relationship, Literature Reviews, *Psychological Characteristics, Psychology, Reactive Behavior, Research Projects, Social Welfare, Welfare Problems, *Welfare Recipients, *Welfare Services

The paper reports on a program of field and laboratory research designed to investigate some positive and negative psychological effects of seeking and obtaining help. The author reviews the reactance model and attribution theory, both of which focus on the recipient's perceptions of the basis on which help is rendered and the implications of this for him. Several equity theories which consider the helper-beneficiary relationship as a continuing social interaction are also discussed. The author's own laboratory research program has investigated two general questions: 1.) What is the effect of reciprocity on attraction for the helper? and 2.) Which form of help delivery leads to more usage of service, enhanced helper attractiveness, and better recipient feelings--helper-initiated help or self-requested help? Finally, implications of much of the data on self-requested help are applied to federal changes in welfare policy. (Author/SES)

ED 074 387

CG 007 823

Collins, Anne M. Sedlacek, William E.

Student Demonstrations and Riots: Past, Present, and Future.

Maryland Univ., College Park. Counseling Center.

Report No--CC-RR-11-72

Pub Date Feb 72

Note--9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Activism, Civil Disobedience, College Administration, College Faculty, College Students, *Demonstrations (Civil), Social Attitudes, *Student Attitudes, *Student College Relationship, Student Participation, *Surveys, Violence

The study examines results of an anonymous poll of student attitudes and participation in demonstrations and riots at the University of Maryland. The poll was administered to 1407 university students and data are presented by means, standard deviations, and factor analysis. Results indicate that students generally feel that demonstrations are worthwhile ways to express strong feelings concerning social problems. However, students did not favor rioting or actions stronger than demonstrations. The authors feel that colleges and universities must take bold stands through attitudes and actions on social issues or the gap between many students and their schools will remain and perhaps widen. They feel that direct concern with societal change by administration and faculty can prevent future demonstrations and riots. References are included. (Author/SES)

ED 074 388

CG 007 854

Thrash, Susan K. Hapkiewicz, Walter G.

Student Characteristics Associated with Success in a Mastery Learning Strategy.

Pub Date Feb 73

Note--9p.; Paper presented at the American Educational Research Association Conference (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*College Students, Females, Graduate Students, Learning Activities, *Learning Processes, *Learning Theories, Males, Measurement Instruments, Research Projects, *Student Characteristics, Student Reaction, *Students

Identifiers--Mastery Learning

This paper examines student characteristics associated with success in a mastery learning strategy by: (1) continually assessing over terms the entry and exit skills of the students enrolled and

(2) constructing and validating a scale for measurement in the affective domain. The mastery learning theory itself was proposed by Bloom (1968) as a method of individualized instruction. Subjects for the study were graduate and undergraduate students in educational psychology who progressed through a series of six units requiring mastery tests upon completion. While preassessment data showed substantial individual differences among students' knowledge of educational psychology, mastery learning theory suggests that such student differences may simply mean that different amounts of time are required to learn a task. Analysis of the data reveals that males generally reacted more favorably than females to the mastery learning technique and also that graduate students, who were primarily practicing teachers, rated the course less favorably than did undergraduate students. (Author/SES)

ED 074 389

CG 007 856

Ward, Donald E.

The Discrimination Model: A Practical Paradigm for the Demonstration of Accountability.

Pub Date Feb 73

Note--10p.; Paper presented at the American Educational Research Association Convention (New Orleans, Louisiana February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Behavior, Behavior Change, Counseling Effectiveness, *Counseling Instructional Programs, *Counselor Educators, *Counselor Performance, *Counselor Training, Evaluation, Interviews, Learning Processes, Literature Reviews, Models

The utility of the discrimination model for counselor training, selection of techniques, and research is in the identification of definitive and measurable client interview behaviors, which may be viewed as "enabling outcomes." Eventually, it is hoped that use of specific counselor verbal response classes will result in predictable changes in the client's verbal interview behavior, which will then result in the readiness of the client to select specific behaviors for use in the real world outside of counseling. By examining what is involved when the client takes what he has learned about himself or what he has learned to do for himself and applies this knowledge to better manage the contingencies of day-to-day living, the questions of relevancy as well as accountability in counseling are faced. Finally, by bringing into focus the relationship between the counselor's behaviors and the outcomes of counseling, it is possible to help trainees to recognize that they do have immediate and observable effects upon their clients. (Author/SES)

ED 074 390

CG 007 859

Texas Achievement Appraisal Study, 1971.

Texas Education Agency, Austin. Div. of Evaluation.

Pub Date May 72

Note--110p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors--*Academic Ability, Cultural Differences, Mexican Americans, Negroes, *Questionnaires, *Secondary School Students, Seniors, *Socioeconomic Influences, Socioeconomic Status, Student Ability, *Student Attitudes, Student Opinion, Surveys

Identifiers--American College Testing Program, Texas

The study is an attempted replication of a 1967 study in which the American College Test (ACT) was administered to a sample consisting of about half the high school seniors in Texas. The ACT battery measures students' developed abilities; in addition, pupil information questionnaires were administered in both years. Although there was a decline in ACT scores between 1967 and 1971, in part reflecting the seniors' changing attitudes toward testing, two firm conclusions are supported by both sets of data: (1) the scores of over half of the Mexican American and black seniors were below the lowest quartile of the Anglo seniors; and (2) the higher the socioeconomic status of the seniors' families, the higher the scores. In addition, a number of comparisons are made from information on the 1967 and 1971 pupil questionnaires; plans to attend college, occupational plans, financial needs, opinions of high school programs, curricular programs, and consideration given to dropping out of school. (SES)

ED 074 391

CG 007 867

Coelho, George V., Ed.

Mental Health and Social Change: An Annotated Bibliography.

National Inst. of Mental Health, Rockville, Md.

Pub Date Feb 72

Note--467p.

Available from--Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (No. 1724-0249, \$3.00)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors--Abstracts, *Annotated Bibliographies, Behavior, Behavior Development, Community Change, Institutionalized (Persons), *Mental Health, Mental Health Clinics, *Mental Health Programs, Psychiatric Hospitals, *Social Change

This annotated bibliography was prepared at the Staff Seminar on Social Change and Human Behavior held at the National Institute of Mental Health during 1970 and 1971 and was designed to serve as a working guide to the relevant mental health literature published between 1967 and 1971. The 730 abstracts included here have been categorized into five sections which illustrate the following broad areas: (1) biologically-oriented approaches; (2) behavioral and social science approaches relevant to the study of organism-environment relationships; (3) critical episodes of stress and major transitions through the life cycle; (4) group behavioral disorders in community and institutional contexts; and (5) new directions in human services, designs for cultural innovations, and social policy concerns in mental health planning. The editor hopes that these heterogeneous references will provide access for research workers to explore multidisciplinary aspects of studying human behavioral adaptation in the life cycle context and in community contexts and in community contexts under conditions of rapid technological and social change. (Author/SES)

ED 074 392

CG 007 868

Dolly, John P. Ellett, Chad D.

A Discussion of the Theoretical Contradictions Found in Modeling Research and Social Learning Theory When Interpreted within Phenomenological and Social Comparison Contexts.

Georgia Univ., Athens. Dept. of Educational Psychology.

Pub Date Feb 73

Note--28p.; Paper presented at the American Educational Research Association Convention, February 26-March 1, 1973, New Orleans

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Cognitive Measurement, *Learning Theories, *Literature Reviews, *Models, Research Methodology, Self Evaluation, Social Behavior, Socialization, Task Performance, *Theoretical Criticism

This paper has reviewed research in "modeling" or observational learning that supports basic elements of social learning theory. The authors point out that past modeling research has not taken into account subjects' self-evaluation and task competence as factors possibly mediating the acquisition and performance of behavior. Social comparison, cognitive consistency, and phenomenological theories were examined in relationship to the outcomes of past modeling research. When modeling research was integrated within these theoretical contexts, contradictions in hypothesized research results were shown. In addition, therapeutic and educational settings were discussed in view of the limitations of past modeling research. Recommendations for future basic and applied research were given. References are included. (Author)

ED 074 393

CG 007 870

Fadale, Vincent E. Fadale, LaVerne M.

Careers and College Students.

Pub Date Mar 73

Note--13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Career Choice, *College Students, Curriculum, *Curriculum Development, Occupational Aspiration, Research Projects, Student Needs, Vocational Counseling, *Vocational Development

Identifiers--Hall Occupational Orientation Inventory, Temperament Check List

This pilot study was designed to determine the feasibility of fusing career-oriented activities into the curriculum of a regularly scheduled college

course, based on the expressed needs of the students. Subjects were 16 juniors and seniors enrolled in an introductory counseling course at the State University of New York at Cortland. During the first session the Hall Occupational Orientation Inventory and the Temperament Check List were administered, for use as data collection within the pretest-posttest research design and also to be incorporated into class activities. The activity or treatment phase was organized within four categories; group procedures, individual sessions, resource materials and personnel, and visitations. Results indicate that changes occurred involving student interpretations, concerns, and viewpoints. The author hypothesized that the course encouraged career realism in terms of self, flexibility of goals, and acceptance of ambiguity within society. (Author/SES)

ED 074 394 CG 007 871

Fo, Walter S. O. O'Donnell, Clifford R.

The Buddy System Model: Community-Based Delinquency Prevention Utilizing Indigenous Nonprofessionals as Behavior Change Agents.

Pub Date Feb 72

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Anti Social Behavior, *Behavior Change, *Change Agents, Changing Attitudes, *Delinquency Prevention, Delinquent Behavior, Dropout Prevention, *Dropout Programs, Dropout Rehabilitation, Educational Innovation, *Nonprofessional Personnel, Occupational Guidance, Program Descriptions

This paper describes a community-based approach to delinquency prevention utilizing indigenous nonprofessionals as behavior change agents. Adult residents in two Model Cities communities served as "buddies" of youth referred for behavior and academic problems. The principles and techniques of behavior modification were used in the training of nonprofessionals as change agents and in the treatment of youth in the project. The program evaluation includes an analysis of the various treatment techniques employed. The results indicate that school attendance increased with application of social and material rewards, while other problem behavior was reduced. The findings suggest that reinforcement is a crucial ingredient in the behavior change process. (Author/SES)

ED 074 395 CG 007 872

Friesen, John D. And Others

Perceived Problems of Leader, Non-Leader and Deviant Adolescents.

Pub Date 66

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adolescents, Educational Problems, Leader Participation, *Leadership Qualities, Research Projects, Secondary School Students, Socially Deviant Behavior, Student Attitudes, Student Leadership, *Student Problems, *Youth Problems

Identifiers—Mooney Problem Check List

The study compares the problems perceived by leader, non-leader, and deviant adolescents. A total of 2,948 secondary school students in the West Vancouver School District, British Columbia, were divided into three behavior groups and an analysis was made of the problems checked on the Mooney Problem Check List (MPCL) by members of each group. The authors concluded that: (1) adolescents who hold leadership positions perceive themselves as having fewer problems than deviant students; (2) leaders did not score lower on the MPCL than non-leaders, suggesting that these groups have similar perceptions about their world and themselves; (3) girls had significantly lower scores on the MPCL than boys; and (4) the manner in which an individual perceives his world is closely related to his behavior. Tables are included. (Author/SES)

ED 074 396 CG 007 873

Gelso, Charles J. McKenzie, James D.

Effect of Information on Students' Perceptions of Counseling and Their Willingness to Seek Help. Maryland Univ., College Park. Counseling Center.

Report No—RR-15-72

Pub Date 72

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, Communication (Thought Transfer), Counseling, *Counseling Effectiveness, Counseling Goals, *Counseling Services, *Information Dissemination, Information Theory, Research Projects, *Role Perception, *Student Attitudes, Student Opinion, Student Reaction

This study examines the efficacy of specially devised information in altering students' perceptions of the appropriateness of personal problems for counseling and their willingness to seek counseling for such problems. Women at a large Eastern university provided the sample for this study; one group received oral-written information, another group received written information only, and a third control group received neither oral nor written information. The results indicate that students who received both written and orally-presented information showed an increase on these dependent variables, while students receiving only written information did not. Consequently, the conclusion was drawn that written information may inform students of the availability of counseling, but it does not alter their impression of kinds of problems appropriate for counseling sessions. (Author/SES)

ED 074 397 CG 007 874

Goldman, Mark S. And Others

To Drink or Not to Drink An Experimental Analysis of the Effects of Group Decision-Making on Group Drinking by Alcoholics.

Rutgers, The State Univ., New Brunswick, N.J. Dept. of Psychology.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 71

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Alcoholism, Experimental Groups, *Group Behavior, Group Discussion, *Group Dynamics, Group Relations, Groups, *Interaction Process Analysis, Laboratories, Males, Positive Reinforcement, Reinforcement, Research Projects, Social Behavior, Social Influences, *Socially Deviant Behavior

This paper explores the power of the group to influence the initiation, maintenance, and termination of a given episode of group drinking by alcoholics. The study was undertaken to establish the parameters, within a controlled laboratory setting, of the various effects of group decision making on the social, affective, and drinking behavior of the members of that group. The subjects in this research were four white males who had been "therapeutic failures" in New Jersey State Facilities. Data were gathered by (1) consumption measures; (2) observational and self-reporting instruments; and (3) physical and physiological measures. Because the subjects' drinking behavior was altered significantly both by a differential reinforcement and by decision-making, the authors conclude that: (1) social influence was a powerful determinant of alcohol consumption; (2) social and economic controls did alter the subjects' behavior after they started drinking; and (3) treatment implications emerge indicating that total abstinence from alcohol might not be as effective as therapeutically modulated, controlled drinking. (Author/SES)

ED 074 398 CG 007 875

Bingham, William, Ed.

Behavioral Outcomes for Career Education.

Proceedings (29th Rutgers Guidance Conference, New Brunswick, N. J., October 18, 1972).

Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.

Pub Date Oct 72

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Counseling, *Behavioral Objectives, *Career Education, Career Planning, Conference Reports, Elementary School Students, Guidance Functions, Guidance Programs, Guidance Services, Leisure Time, Occupational Guidance, Program Evaluation, Secondary School Students, *Vocational Development

This paper presents materials from the 29th Rutgers Guidance Conference on behavioral outcomes for career education, including the keynote address by Norman Gysbers on the concept of life career development as a new point of departure for improving and extending comprehensive career guidance programs. Three

broad areas of knowledge, understanding, and skills are identified to serve as a base for new career guidance programs: (1) self-knowledge and interpersonal skills, (2) career planning knowledge and skills, and (3) knowledge of the work and leisure worlds. Goals are stated in terms of student outcomes rather than as program outcomes, and a number of performance objectives and activities are developed for each goal. Panelists, whose reactions to the keynote address are included, have all been involved in operating programs where an important activity has been the translation, examination, and evaluation of their own efforts to use behavioral outcomes as a measure of their effectiveness. (Author/SES)

ED 074 399 CG 007 876

Harvey, David W.

An Examination of the Validity of Holland's Constructs for Adult Women.

Pub Date Feb 73

Note—9p.; Paper presented at the American Personnel and Guidance Association Convention, San Diego, February 9-12, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Females, Guidance Services, Interest Tests, Occupational Aspiration, *Occupational Tests, Personality Assessment, *Personality Tests, Reliability, Research Projects, Testing, Tests, Theories, Validity, *Vocational Interests, *Working Women

Identifiers—Hollands Vocational Preference Inventory

This study was designed to examine the validity and test-retest reliability of Holland's Vocational Preference Inventory (VPI) for 61 adult women. The VPI was administered at the beginning of a group guidance program and the preference for Holland's six personality styles - intellectual, conventional, enterprising, realistic, social, artistic - were correlated with selected scales on four criterion tests. The results revealed statistically significant correlations supporting the validity of Holland's VPI for use with adult women. The social and the artistic scales of the VPI remained in doubt as to their validity for this sample. This sample seemed to gravitate to the conventional occupations, and these women tended to reject the nurturant role. (Author)

ED 074 400 CG 007 879

Karman, Felice J.

Women: Personal and Environmental Factors in Career Choice.

Pub Date Feb 73

Note—20p.; Paper presented at the Annual Meeting American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Choice, Career Opportunities, Career Planning, College Students, Cultural Images, Doctoral Theses, Educational Responsibility, *Females, Feminism, Higher Education, *Occupational Aspiration, Occupational Guidance, Stereotypes, *Vocational Counseling, Vocational Interests, *Work Attitudes, Working Women

The study explores the psychological and sociological characteristics of two groups of women: those who choose careers in stereotypic masculine occupations versus those who elect careers in stereotypic feminine fields such as teaching, nursing, social work, counseling, homemaking, library, and secretarial work. The sample consisted of 1646 upperclass college women who had the time and opportunity to develop reasonably firm career goals but had not undergone many goal modifications due to various external circumstances, e.g. marriage or children. Of the total sample, just 109 expressed career aspirations in nontraditional fields. Results suggest that women perceive a narrow range of career possibilities because they are fearful of venturing into a man's world; in addition, higher education has done little to expand women's awareness or interests beyond the sex stereotyped career roles. The author references other studies which indicate that counselors in higher education are ineffective in dealing with women students who are considering male-dominated careers. References are included. (Author/SES)

ED 074 401 CG 007 880

Kifer, Edward

The Effects of School Achievement on the Affective Traits of the Learner.

Pub Date 28 Feb 73

Note—20p.; Paper presented at the Annual Meeting American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Academic Performance, *Affective Behavior, *Elementary School Students, *Family Influence, *Individual Development, Models, Motivation, Positive Reinforcement, Self Concept, Self Esteem, Student Adjustment, Student Motivation, Student Reaction

The study develops a model to explain the complex interactions which link the demands for academic achievement in the schools with the personal development of the learner on the premise that students develop a set of affective traits concomitantly with a pattern of academic accomplishments. The theoretical framework upon which the study is based is Robert White's (1959) theory of effectance motivation. The school is the milieu where important competencies and affective traits are developed; if the student successfully meets the demands of the school, he begins a healthy adjustment to society. The study was conducted in three schools in a middle-class neighborhood; students from second, fourth, sixth, and eighth grades were selected. Dealing with the three affective variables of self-esteem, self-concept of ability, and locus of control in the academic setting, the study explores the impact of successful and unsuccessful achievement over time on affective traits, the influence of the home on the relationships between academic achievement and affective traits, and the impact of perceived social roles on that relationship. (Author/SES)

ED 074 402

CG 007 881

Klausner, Dorothy

A Counseling Approach to Improvement of Reading.

Pub Date 21 Feb 71

Note—11p.; Paper presented at the California Personnel and Guidance Association Convention (San Francisco, California, February 21, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, Counseling, *Counseling Programs, Individualized Reading, *Instructional Programs, Lower Class Students, Negative Attitudes, *Program Descriptions, Reading Ability, *Reading Development, *Reading Programs, Remedial Reading, Self Concept, Underachievers, Veterans

The paper is based on the findings of a two-year experimental counseling-reading program at Chapman College, completed in 1971. Objectives of the counseling part of the program include self-analysis, study skills, self-responsibility, liaison with other college classes, and personal problems. Behavioral objectives in reading fall under categories of rate, comprehension, vocabulary, flexibility, and analysis. Students involved in the program were preponderantly male and often several years older than their classmates; a disproportionate number were veterans. In most cases poor reading skills occurred with a galaxy of personal and attitudinal problems. The major purpose of counseling was to convince each student that he was an interesting, worthwhile person and that he could and would be helped to improve his ability to do college work. Individual conferences, small group experiences, and sensitivity groups were employed, coupled with a structural "contract" method for improved reading ability. (SES)

ED 074 403

CG 007 883

Labovvie, Gisela V. And Others

Aligning Components of Intelligence and Learning Performance: A Proposed Rationale for Educational Intervention.

Pub Date Feb 73

Note—23p.; Paper presented at American Educational Research Association Convention (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ability, *Academic Performance, Cognitive Ability, College Students, Educational Improvement, *Educational Research, Intelligence, *Intervention, *Learning, Learning Characteristics, Learning Processes, Performance, Recall (Psychological), Research Projects

The relationship between trial-to-trial changes in free recall and eight intelligence and memory abilities was investigated in a sample of 72 college students. Despite identical acquisition curves under immediate and delayed recall, differences between the two groups in correlational pattern between recall performance and abilities were striking. Under delayed recall intelligence variables predicted recall performance best, particularly in late trials. Memory variables were most predictive under immediate recall, especially in early trials. These results point to the need of aligning components of abilities and learning performance as a rationale for the modification of intellectual competence. References and tables are included. (Author)

ED 074 404

CG 007 884

Regional Approaches to Continuing Education for Psychologists.

Spons Agency—American Association of State Psychology Boards.

Pub Date Sep 72

Note—75p.; Papers presented at Annual American Psychological Association Convention (Honolulu, Hawaii, September 2-8, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Continuing Education Centers, Educational Programs, *Educational Psychology, *Professional Continuing Education, Professional Training, *Program Descriptions, Program Evaluation, Program Improvement, *Psychologists, Psychology, Symposia

The purpose of the symposium, cosponsored by the American Association of State Psychology Boards and Division 12 of the American Psychological Association, was to focus attention on interesting and innovative approaches to Continuing Education in psychology as a profession in various parts of the country. The participants were asked to focus on the unique problems posed by Continuing Education as an educational process rather than on legal, mandatory vs. voluntary, issues. Programs described represent a variety of formats, ranging from a relatively simple visiting Psychologist program to a multi-format, multi-level approach at the Center for Advanced Study and Continuing Education in Mental Health (CASCEMH) in Nashville, Tennessee. Issues covered by the various programs include target populations, sponsorships, program evaluation, and underlying assumptions about course content and format. Participants agreed that Psychology as a profession has not shown enough interest and concern with Continuing Education and that innovative approaches are clearly needed. (Author/SES)

ED 074 405

CG 007 885

Little, Craig B. Gelles, Richard J.

"Hey You": A Study of the Social-Psychological Implications of Form of Address.

New Hampshire Univ., Durham. Dept. of Sociology.

Pub Date Aug 72

Note—18p.; Paper presented at Annual Meeting of American Sociological Association (67th, New Orleans, Louisiana, August 28-31, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Graduate Professors, *Graduate Students, Human Relations, Interaction, *Interaction Process Analysis, Psychological Characteristics, Research Projects, *Role Perception, Social Influences, *Social Relations, Student Role, *Student Teacher Relationship, Surveys

The research reported in this paper is concerned with the social and psychological implications of everyday interaction between graduate students and faculty in the sociology department of a small university. The researchers assumed that form of address is problematic for subordinates in social interaction and is a dilemma whose solution represents an evaluation by the addressor of both the addressee and his relationship to the addressor. The study examines certain characteristics of faculty members—age, authority, eminence, visibility, and years at the university—as potential influences on social distance between themselves and graduate students. Data from questionnaires distributed to graduate students indicate that form of address is especially problematic for subordinates in the academic setting where social structure is fluid and the potential for role strain is great. However, the more advanced graduate students exhibit less formality in

addressing faculty and even manifest the ambiguity of their relationships with faculty by avoiding any form of address. (Author/SES)

ED 074 406

CG 007 888

Morin, Kenneth N.

Group Systematic Desensitization of Test Anxiety.

Pub Date 72

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Behavior, *Anxiety, *College Students, Counseling, Counseling Centers, *Counseling Services, Counselor Role, *Desensitization, Groups, Performance, *Program Descriptions, Student Testing

The paper describes a group desensitization program aimed at assisting students to perform to the best of their ability in a testing situation if they suffer from extreme debilitating anxiety. Since the problem is pervasive and the number of trained limited, the author suggests that the group program is an efficient and effective method of attacking test anxiety. The program described here has been used with Georgia State University students who either volunteered or were professionally referred. The number, length, and spacing of meetings is discussed as well as an outline of the content of the sessions. The first session is spent discussing systematic desensitization in simple terms, talking about tests, anxiety, and an orientation to what lies ahead. The next two or three sessions are devoted to learning deep muscular relaxation, while the last four to six are spent going through the hierarchy. The role of the counselor as a facilitator of such programs in preventative mental health is also examined. (Author/SES)

ED 074 407

CG 007 891

Randolph, Daniel Lee, Ed. Holmes, William R., Ed.

A Program for Early Detection and Attitudinal Reorientation of Potential School Dropouts.

University of Southern Mississippi, Hattiesburg. Bureau of Educational Research.

Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date May 72

Note—145p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Education, Class Management, Classroom Techniques, Dropout Attitudes, Dropout Prevention, *Dropout Research, *Dropouts, *Elementary School Students, Group Counseling, Research Projects, Students, Vocational Development, Vocational Education

This publication examines various aspects of the problem of potential school dropouts and techniques for teaching early career development. Its three sections are concerned with (1) identification and exploration of factors related to potential dropouts; (2) a comparison of the efficacy of treatment of classroom behavior management and group counseling for use with potential dropouts; and (3) differential effects of classroom behavior management and traditional teaching techniques on vocational knowledge and attitudes at fifth and sixth grade levels. For each of these studies introductory material, study methodology and design, a discussion findings and conclusions, and recommendations are included. In addition, extensive tables give statistical information and detailed bibliographies are provided for each study separately. (SES)

ED 074 408

CG 007 892

Rehberg, Richard A. Schafer, Walter E.

Participation in Student Activities as a Variable in the Educational Attainment and Expectation Process.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.; State Univ. of New York Research Foundation, Albany.

Pub Date 73

Note—30p.; Paper presented at the American Educational Research Association Convention (New Orleans, Louisiana, February 26-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Co-curricular Activities, Educational Development, Females, Longitudinal Studies, Males, Research Projects, School Activities, *Secondary School Students, Student Characteristics, Student Interests, *Student Organizations, *Student Participation

Four-wave, five-year longitudinal panel data are used to assess selected antecedents and consequences of participation in student activities. Path analysis reveals that the "early" or freshman year educational expectations of high school students are a critical determinant of participation. Measured intelligence is also a determinant of senior year participation for males and females but only for females during the sophomore year. Parental achievement socialization practices exert a direct effect on participation but only for males. Both educational attainment subsequent to the completion of high school and educational expectation level during the senior year are directly dependent upon participation. Sex differences in the determinants of participation lead to inferences regarding the meaning of participation for males and for females. Tables and references are included. (Author)

ED 074 409 CG 007 894

Sperry, Len

A Reconceptualization of the Research Paradigm in Counseling Research.

Marquette Univ., Milwaukee, Wis. School of Education.

Pub Date 72

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counseling, Counseling Effectiveness, Counseling Goals, Counseling Services, Counselor Educators, *Counselor Performance, Counselors, Individual Characteristics, *Literature Reviews, Models, *Research, Research Methodology, Research Problems, Systems Approach, Systems Concepts

This paper attempts to clarify the vocabulary, issues, research findings, and direction of the development of counseling research up to the present. With changing times and dissatisfaction with counseling results and outcome research approaches, a more comprehensive and interactional view of counseling research and practice has developed. The traditional distinction between outcome and process research is presented, with representative studies and conclusions of each type. The author gives particular emphasis to the need for including input, or pre-treatment variables, in counseling research. These include: (1) client variables: demographic, aptitude, cognitive style, expectancy, achievement, personality style, and motivation; (2) counselor characteristics: demographic, personality style, aptitude, cognitive style, expectancy, and level of training and experience; and (3) contextual or situational variables: Physical setting, referral source, psychological setting, ecological factors, and fee. Finally, a systems model delineating some of the major components of counseling performance is presented. (Author/SES)

ED 074 410 CG 007 895

Stasz, Cathleen And Others

The Influence of Sex of Student and Sex of Teacher on Students' Achievement and Evaluation of the Teacher.

Educational Testing Service, Princeton, N.J.

Pub Date Feb 73

Note—11p.; Paper presented at the American Educational Research Association conference (New Orleans, Louisiana, February 26-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Educational Interest, Females, *High School Students, Males, Research Projects, Secondary School Teachers, *Sex Differences, Sex Discrimination, Social Attitudes, Social Influences, *Student Evaluation, *Teachers

An experimental design which allowed for the random assignment of students to teacher on the basis of sex enabled the authors of this study to answer the questions: (1) Do boys or girls have higher achievement with male or female teachers? (2) Do boys or girls evaluate male or female teachers more positively? The student sample was randomly drawn from the population at a midwestern suburban high school and the teacher sample consisted of teacher trainees at a large midwestern university. The study did not find that either teacher sex or student sex correlated with student achievement or student rating of teachers in any consistent way. The authors conclude that the absence of evidence of consistent teacher/student sex interaction is encouraging and suggests an investigation of other variables such as teacher skills regardless of teacher sex. (Author/SES)

ED 074 411

Tweng, M. S. Rhodes, C. I.

Correlates of the Perception of Occupational Prestige.

Pub Date Feb 73

Note—12p.; Paper presented at the American Educational Research Association meeting (New Orleans, Louisiana February 26-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Ability, *Careers, Employment, *High School Students, Individual Development, Jobs, *Maturity Tests, *Occupational Aspiration, Occupations, Research Projects, *Vocational Development

Measures of the perception of occupational prestige and vocational maturity of 313 high school students representing grades 9 through 12 were investigated together with variables: father's occupation, occupational choice, grade level, age, intelligence, verbal and non-verbal abilities, and reading and math achievements. Significant correlates of the perception of occupational prestige, showing no sex differences were vocational maturity (p .001), educational level associated with father's occupation (p .001), IQ (p .001), verbal ability (p .001), non-verbal (p .001), reading achievement (p .001) and math achievement (p .001). There was no correlation, however, between the perception of occupational prestige hierarchy must have been established much earlier in childhood, at least by grade 9 or 13 years of age. Data on vocational maturity as measured by the Crites Vocational Development Inventory Attitude Scale are also presented and discussed. References and tables are included. (Author)

ED 074 412

Turner, Barbara F.

Socialization and Career Orientation Among Black and White College Women.

Massachusetts Univ., Amherst. Dept. of Human Development.

Pub Date 72

Note—15p.; Paper presented at the American Psychological Association, Honolulu, Hawaii, September 2-8, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Choice, Career Planning, *College Students, Cultural Factors, Housewives, Negro Students, Occupational Choice, *Race Influences, Racial Factors, Research Projects, *Womens Education, *Working Women

The relationship of race to career orientation among college women as measured on an eight-point scale of expectations ranging from "housewife only" through part-time work to "not married; career only" is examined. Demographic, developmental, and attitudinal antecedents of career orientation among 28 black and 45 white SES-stratified university freshmen women were compared. Both racial groups were divided into high and low career expectations. Results indicate that although blacks were far likelier than whites to expect full-time paid employment, there was no overlap of independent variables that differentiate high and low career expectation among blacks and whites. The findings suggest that for black women in this sample a full-time career expectation may imply more of a deep sense of responsibility than an anticipation of personal fulfillment. Tables containing multivariate analyses are included. (Author/SES)

ED 074 413

Washburne, Chandler

Dissonance Reduction Through Shifting Occupational Involvement.

Pub Date [63]

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age, Emotional Adjustment, *Job Satisfaction, Job Tenure, Males, *Middle Class, Middle Class Norm, Objectives, *Occupational Aspiration, Personal Adjustment, Personal Interests, Research Projects, Tenure, *Vocational Adjustment, Vocational Development, *Work Attitudes

This article attempts to demonstrate that an individual's occupational goals become adjusted to the position he is in—blocked goals tend to become of less interest and available goals are of increased interest, which tends to decrease dissonance. The author's hypothesis is that middle class occupational status occupants over a period of time shift their involvement in occupational

CG 007 898

goals, lowering them in high blockage areas and increasing them in low blockage areas to reduce cognitive dissonance. Salaried male employees (104) in various middle-sized industries in Michigan were selected for the sample. Using 25 possible goals areas in middle class occupations, with a scale measuring the amount of perceived blockage and involvement for each area, the study used age and tenure to measure the lengths of time the individual had been exposed to the blockage. General conclusions showed were that the negative relationship between the blockage and involvement factors shows a decided increase with an advance in age and tenure. (Author/SES)

ED 074 414

Westwood, Marvin J.

An Examination of Social Worker-Client Relationship Effectiveness.

Pub Date Apr 72

Note—152p.; Ph.D. Dissertation, University of Alberta

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Background, Communication Skills, Counseling, Counseling Effectiveness, Counselors, Doctoral Theses, Experience, Graduate Study, *Helping Relationship, Interpersonal Relationship, Models, *Professional Education, *Qualifications, *Social Work

Some selected performance aspects indicated to be predictive of counsel/social worker effectiveness are examined. The interpersonal variables examined were selected according to the conceptual and research model for assessment of the helping relationship advanced by Carkhuff. From this model of assessment the following hypothesis was developed; ability to discriminate and communicate the specified interpersonal variables would be significantly different for social workers across differing training, background, and levels of related social work experiences. Results show that social workers with graduate training in social work performed significantly higher on the criterion measure of communication than did the four other groups, including bachelors degrees and first year social service trainees. No differences were observed across the group on the discrimination measure, nor did differences exist among the groups when compared across levels of experience for either of the two criterion measures. Finally, sex did not appear to be related to performance on the selected measures. (Author)

ED 074 415

"Agenda for Action": A Report of the Guidance Advisory Council to the Board of Education of the City of New York.

Academy for Educational Development, Inc., New York, N.Y.; New York City Board of Education, Brooklyn, N.Y. Bureau of Educational and Vocational Guidance.

Spons. Agency—New York State Education Dept., Albany. Bureau of Guidance.

Pub Date Jul 72

Note—133p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Boards of Education, Counseling Programs, Educational Guidance, Guidance Counseling, *Guidance Functions, Guidance Objectives, Guidance Personnel, *Guidance Programs, *Guidance Services, *High Schools, Publications, Pupil Personnel Services, School Planning, *Systems Approach

Identifiers—Guidance Advisory Council, New York City

This report examines the status of guidance services in the New York City public high schools and presents recommendations for their improvements. The findings indicate serious inadequacies in present student guidance services; these findings are supported by: (1) extensive documentation gathered through public hearings; (2) interviews with students, teachers, and administrators; and (3) consultation with guidance authorities. The Council concludes that for significant reform to occur, it is imperative to view guidance as an integral part of the total educational process and to consider a comprehensive and systematic approach to change. The problem does not revolve around resources alone, but it is how resources are used that is most important. (Author/SES)

ED 074 416

Drug Education Guidelines.

Michigan State Dept. of Education, Lansing.

Pub Date Jan 73

CG 007 904

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Drug Abuse, *Drug Education, *Drug Legislation, Educational Responsibility, Health Education, Publications, *School Responsibility, *School Role, Students

In order to supply drug education guidelines for its schools, the Michigan State Board of Education created an advisory council of professionals from the fields of drugs and education, parents, and high school and college students. The council developed the present set of guidelines designed to define the role of the school in drug education and to suggest procedures for discharging its responsibility. These guidelines have been organized around eight major issue areas faced by the school in dealing with student drug problems: 1) adopting worthwhile objectives for a school drug program, 2) the school's role in drug education, 3) the drug education program in school, 4) the school's role in guiding, counseling, and referral of the drug user, 5) monitoring and controlling flow of drugs in the school, 6) the school in community cooperation for development of drug programs, 7) in-service education of school staffs, and 8) selection of instructional materials, resources, and methods. (Author/SES)

ED 074 417 CG 007 911

Brown, Leander A. And Others

Cross-Cultural Counseling: Bridge Between Desegregation and Integration. A Study Relative to Group Counseling and its Impact on Students and Faculty.

University of Northern Iowa, Cedar Falls. Malcolm Price Lab. School.

Pub Date Feb 73

Note—35p.; Paper presented at the American Personnel and Guidance Association Convention (San Diego, California, February 9-12, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Caucasian Race, Caucasian Students, Counseling, Counseling Effectiveness, *Counseling Programs, *Cultural Interrelationships, Group Counseling, Negro Attitudes, Negroes, Negro Youth, Program Descriptions, *Race Relations, *Racial Attitudes, *Racial Integration, Secondary School Students, Social Integration

For the past several years, much emphasis has been placed on open enrollment plans involving busing that enable black and white students to attend schools together. The Laboratory School of the University of Northern Iowa in Cedar Falls has been involved in such a program since 1968. As the project developed, the potential for very serious problems relating to racial tension and student frustration became evident. To approach these problems and to promote more openness and understanding between students from different communities and differing cultural backgrounds, cross-cultural group counseling sessions were developed. The groups during the past two years have consisted of combined 7th and 8th graders and combined 9th through 12th graders. Due to administrative support, student requests, and observed behavior change, a similar grouping of students will be employed during the 1972-73 academic year. Counselor observations of the program are examined, and student and faculty questionnaires and analyses of them are also included in this paper. (Author)

ED 074 418 CG 007 912

Christensen, Kathleen C. Sedlacek, William E. Differential Faculty Attitudes Towards Blacks, Females and Students in General.

Maryland Univ., College Park. Counseling Center.

Report No.—RR-13-72

Pub Date Feb 72

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, *College Faculty, *College Students, Educational Attitudes, Females, *Negro Students, Research Projects, Stereotypes, Student Attitudes, Student Behavior, Student Characteristics, *Student Teacher Relationship, Surveys, *Teacher Attitudes

This project assessed faculty attitudes at the University of Maryland toward undergraduates in general, blacks, and females by administering three forms of a questionnaire to 204 faculty members. The items on the questionnaire were identical except that the word "black" was in-

serted in one form and the word "female" in another. The overall results showed that faculty were generally more positive toward blacks and females than toward undergraduates in general. The faculty stereotype for blacks was one of serious, hardworking, outspoken students who often deserve greater punishment for breaking rules. Females were seen as the best, hardest working, most creative students. Although faculty members may not hold these attitudes, the authors conclude that the direction of their over-compensation suggests that they may at least be aware of potential prejudices toward blacks and females. References and questionnaire results are included. (Author/SES)

ED 074 419 CG 007 913

Cook, David R.

A Systems Approach to the Development of Pupil Personnel Services. An Operating Manual. Final Report.

Bedford Public Schools, Mass.; Northeastern Univ., Boston, Mass. Coll. of Education.

Spons Agency—Massachusetts State Dept. of Education, Boston. Bureau of Curriculum Innovation.; Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplementary Centers.

Pub Date Jan 73

Note—123p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Counseling, Educational Improvement, *Guidance Counseling, Guidance Programs, *Guidance Services, Manuals, *Models, Personnel, *Pupil Personnel Services, Student Placement, Systems Analysis, *Systems Approach

Identifiers—Project Sage, Systems Approach to Guidance and Education

The manual provides a systematic set of procedures for planning, developing, and evaluating a guidance or pupil personnel services program in a school system. The report is presented in two parts; the first describes in some detail the various steps in the entire systems planning model. The essence of a systems approach is to orient planning around pre-stated goals and with evaluative data fed back into the system for the purpose of altering goals and/or programs for maximum effectiveness. The second section of the manual describes the implementation of the plan during the course of a school year to ascertain its workability. The manual might enable other school systems to carry out the planning function for pupil personnel services by adapting the systems approach to local needs and resources. References are included. (Author/SES)

ED 074 420 CG 007 914

Edgar, Donald E.

Adolescent Competence and Educational Ambition (plus Supplement).

Pub Date Mar 73

Note—46p.; Paper presented at the annual American Educational Research Association, New Orleans, Louisiana, February 25-March 1, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Ability, *Academic Achievement, *Adolescence, *Adolescents, Aspiration, Classroom Research, Educational Background, *Educational Environment, Expectation, Individual Development, Performance, Research Projects, Social Influences

This paper examines the skills and competencies which give students the opportunity to act effectively in social situations in relation to a student's view of self as competent, thus enabling him to take advantage of his opportunities. The sample was drawn from all 14 and 15 year olds attending state secondary schools in the State of Victoria, Australia, during 1971. The results indicate that an adolescent's view of his own competence, already developed on the basis of past life experience, does affect the ordering of variables that might explain educational expectations. The author contends that these findings alter not only the potential effect of "objective" resources as traditionally used in research on this topic, but also the potential effect of these particular value-orientations in dampening or enhancing education ambitions. (Author/SES)

ED 074 421 CG 007 916

Herman, Michele H. Sedlacek, William E.

Sexist Attitudes Among Male University Students.

Maryland Univ., College Park. Counseling Center.

Report No.—Res-R-3-73

Pub Date 73

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, Cultural Images, Discriminatory Attitudes (Social), Feminism, Identification (Psychological), Males, Research Projects, *Role Perception, Sex Differences, *Sex Discrimination, *Stereotypes, *Working Women

Identifiers—Situational Attitude Scale for Women (SASW)

The purpose of this study was to examine the nature of sexist attitudes among male university students. A Situational Attitude Scale of ten personal or social situations with some relevance to a sex related response and 100 bipolar semantic differential word scales was created. Two forms of the instrument, each containing the same situations, bipolar scales and instructions (except that in one form the situation applied to a woman), were administered to 110 males at freshman orientation at the University of Maryland. Although the responses to the forms did not appear immediately to measure sexism, a closer examination reveals that sexism appears to be a stereotype reaction to any change in the sex role, for either sex. This is shown by the fact that in many cases subjects were more positive toward a female in a situation than if sex were not mentioned. The report includes the complete results of the study in table form, as well as references. (Author/SES)

ED 074 422 CG 007 919

Piontkovsky, Roman

Humanistic Education Through Community Development.

Saint Clair Coll. of Applied Arts and Technology, Windsor (Ontario).

Pub Date Apr 73

Note—62p.; Paper presented at the Annual Conference of the Commission on Adult Basic Education of Adult Education Association (11th, Palm Beach, Florida, April 4-6, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Action, Community Agencies (Public), *Community Development, *Community Services, Drug Abuse, *Education, Employment Programs, *Humanism, Manuals, Prisoners, *Program Descriptions, Psychological Services, Social Responsibility, Vocational Development, Vocational Rehabilitation

The manual is a descriptive survey of the currently operational aspects of the community development work carried on by St. Clair College of Applied Arts and Technology in Windsor, Ontario. Separate chapters are devoted to each function within the program: the Vocational College Preparatory Programs; the Corrections Program for instruction of inmates in the local jail and in the federal penitentiaries; the Walk-In Centre, a referral agency and community service; the Twin Valleys School for the habilitation of young people involved with drugs and/or who have experienced socio-psychological problems; an employment preparation program for individuals who have had difficulty securing and maintaining employment; and a number of outreach services. Additional information is included on community development, beginnings of the project, and program planning and evaluation. A selected bibliography is appended. (Author)

ED 074 423 CG 007 921

Rosario, Florangel Z.

Exploratory Observations on Family Interaction Patterns and Family Planning in the Filipino Community of Wailua, Hawaii.

Hawaii Univ., Honolulu. East-West Center.

Pub Date Apr 71

Note—35p.; Paper presented at the Annual International Communication Conference (Phoenix, Arizona, April 21-24, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cultural Factors, *Ethnic Groups, Family (Sociological Unit), Family Life, *Family Planning, *Family Relationship, *Filipino Americans, Interaction Process Analysis, Minority Groups, Research Methodology, Research Projects, Social Factors, *Social Psychology

Several social-psychological and cultural variables such as husband-wife interaction patterns, level of aspirations, time-orientation, degree of traditionalism/cosmopolitanism and perceptual outlook—all known to be correlates of family

planning acceptance and family size norms—are examined in this study of a Filipino enclave in Waialua, Oahu, Hawaii. The study used unobtrusive and unstructured methods of observation, and suggests hypotheses for future family planning research. Background information on migration and adjustment patterns, vital statistics and other demographic data is included. Many of the characteristics of the "subculture of peasantry" are found to exist in this small plantation community. Appendices include statistical information on the Filipino population of Hawaii as well as excerpts from a follow-up study to the paper presented here. References are also included. (Author)

ED 074 424 CG 007 922

Torshen, Kay Pomerance

The Relationship of Evaluations of Students' Cognitive Performance to Their Self Concept Assessments and Mental Health Status.

Illinois Univ., Chicago. Dept. of Psychology.
Pub Date Mar 73

Note—19p.; Paper presented at American Educational Research Association Convention (New Orleans, Louisiana, March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Performance, Cognitive Ability, Cognitive Development, Criterion Referenced Tests, Elementary School Students, *Evaluation Methods, Grades (Scholastic), Grading, *Mental Health, *Norm Referenced Tests, Research Projects, Self Concept, *Student Evaluation

The research presented in this paper shows that the norm-referenced grades assigned by teachers are significantly related to the students' self concept assessments and mental health status. Data from a sample of 318 fifth grade students of lower, middle, and upper socio-economic classes indicate that some of the influence which norm-referenced grades can have on students' psychological development can be beneficial, but these grades can also subject students' self concepts and mental health to unnecessary risk. Employing criterion referenced evaluation procedures and mastery learning strategies may reduce this risk, the author believes. Multiple regression analysis was used to investigate the relationships among (1) predictor variables: grades and achievement test performance; (2) criterion variables: twelve indices of self concept and five mental health scores; and (3) control variables: IQ, social class, sex, age, level of aspiration, duration of attendance at present school, and other measures of classroom evaluation. The author suggests that modifying evaluation methods can provide an important avenue for dealing with the extensive personality problems found in our schools. (Author/SES)

ED 074 425 CG 007 925

Auerswald, Mary C.

Differential Reinforcing Power of Restatement and Interpretation of Client Production of Affect.

Pub Date Mar 73

Note—21p.; Paper presented at American Educational Research Association Convention, February 26-March 1, 1973, New Orleans

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Behavior, Affective Objectives, College Students, *Counseling, *Counseling Effectiveness, Counseling Goals, Counseling Theories, *Counselors, *Counselor Training, Operant Conditioning, Positive Reinforcement, Reinforcement, Research Projects

The primary goal of this study was to assess the effectiveness of two distinctly different techniques, restatement and interpretation, on a criterion variable of counseling. The study objectives were: 1) to operationally define these two classes of counselor response and train two counselors to produce them upon cue in a counseling session, using an operant conditioning paradigm; to measure the discriminating or eliciting value of counselor restatement and interpretation upon the client's production of feeling responses in the interview; and 3) to measure the resistance of client exploration of feeling to extinction after affect has been elicited, using each technique. Two female counselor experimenters were trained to conduct the experimental interviews with 40 female subjects who volunteered to participate in a 30-minute counseling interview. Results indicate that while restatement has a detrimental effect on client exploring of feeling, interpretation enhances an important goal of counseling, to

talk about one's feelings. References and tables are included. (Author/SES)

ED 074 426 CG 007 927

Breland, Hunter M.

Birth Control, Family Configuration and Verbal Achievement.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RB-72-47

Pub Date Oct 72

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, *Achievement Tests, Age, *Birth Order, Bulletins, Family (Sociological Unit), *Family Background, Family Environment, Family Influence, *High School Students, Research Projects, Sex Differences, Siblings, Socioeconomic Influences, Tests, *Verbal Ability

Two samples of National Merit Scholarship participants tested in 1962 and the entire population of almost 800,000 participants tested in 1965 were examined. Consistent effects in all three groups were observed with respect to both birth order and family size (firstborn and those of smaller families scoring higher). Control of both socioeconomic variables and mother's age (by analysis of variance as well as by analysis of covariance) failed to alter the relationships. Step-down analyses suggested that the effects were due to a verbal component and that no differences were attributable to non-verbal factors. Detailed sibship configurations based on birth order, family size, sibling spacing, and sibling sex were developed for both sexes. The resulting 82 different sibship configurations were ranked by test score means. A rank-order correlation between sexes yielded a very high value of .96, and a high correlation was shown to persist within family sizes. References and tables are included. (Author)

ED 074 427 CG 007 929

Buck, Ross

Is Dissonance Motivating? Relationships Between Cognitive Behaviors and Tension Measures During Aggression.

Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Psychology.

Report No.—R-73-4

Pub Date Feb 72

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, *Aggression, Behavior, Behavior Problems, Cognitive Objectives, College Students, *Conflict, Experiments, Females, Heart Rate, Males, Motivation, *Reactive Behavior, Research Projects, *Social Relations

Identifiers—Dissonance Theory

Dissonance theory implies that relationships should exist between dissonance-reducing behaviors and measures of tension. It is suggested that dissonance-reducing behavior should be positively correlated across subjects with initial tension but negatively correlated with tension after dissonance-reducing behaviors have occurred. Thirty-six male and 36 female subjects were told that they would administer intense shocks, mild shocks, or tones to an undeserving victim. Heart rate and skin conductance were measured when the subject first received these instructions and while he delivered the shocks or tones. Skin conductance showed increasing arousal with increasing injury, particularly among females. Dissonance-reducing behaviors were negatively correlated with post-experimental ratings of conflict, but no relationship was found between dissonance-reducing behaviors and physiological measures. References and tables are included. (Author)

ED 074 428 CG 007 931

Conyne, Robert K. Silver, Robert J.

Effects of Two Experiential Approaches on Attitudes Toward Growth Groups.

Pub Date Feb 73

Note—13p.; Paper presented at the American Personnel and Guidance Association Convention, February 9-12, 1973, San Diego

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, *Changing Attitudes, College Students, *Counseling Programs, Counselors, Experience, Group Behavior, Group Dynamics, *Group Experience, Group Membership, *Groups, Participant Involvement, Participation, *Personal Growth, Research Projects

This study compares the differential effectiveness of two experiential approaches, direct and vicarious, to the induction of change in self-reports of attitudes toward personal growth groups. University undergraduate volunteers were assigned and exposed to one of three treatment conditions: 1) a structured, direct experience in a micro-laboratory personal growth group design; 2) a vicarious experience involving the viewing of a filmed personal growth group; or 3) a no treatment control condition. A questionnaire containing six likert-type scale items involving attitudes toward personal growth groups was completed by each subject after exposure to the experimental treatment. Results by the study strongly support the basic assumption that attitudinal changes are accomplished most validly through participation in which individuals are directly involved. These results have clear implications for the counseling professional engaged in conceptualizing and implementing developmental programs that focus entirely or in part on attitude change. (Author)

ED 074 429 CG 007 934

Fo, Walter S. O. Robinson, Craig

Behavior Modification in Group Therapy.

Pub Date Feb 72

Note—20p.; Paper presented at the annual convention of the American Psychological Association (Honolulu, September, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, Behavior Development, *Groups, Group Therapy, Group Unity, Helping Relationship, *Intervention, *Learning Theories, Literature Reviews, Models, Therapeutic Environment, Therapy

This paper is a systematic attempt to apply the principles and techniques of behavior modification to process and outcome in group therapy. The framework is derived from learning theory, and is aimed at providing a conceptual model for the understanding and practice of group therapy in which symptom redress is the primary goal. A number of promising therapeutic strategies and techniques evolved directly from the application of a behavioral methodology to groups. These strategies and techniques are presented in the — the development of group cohesiveness, assessment, and intervention. Particular emphasis is placed upon the crucial role of thorough and ongoing assessment. Intervention is comprised of five major therapeutic thrusts, as follows: A.) engaging in graded behavioral tasks both inside and outside the group; B.) training in self-change strategies and techniques; C.) enhancing client motivation and participation in therapy; D.) using group members as therapeutic change agents; and E.) ensuring generalization of newly learned behaviors from the safe confines of the group to the world outside. The advantages and limitations of this approach to group therapy were discussed. (Author)

ED 074 430 CG 007 935

Gable, Robert K. Roberts, Arthur D.

Affective and Cognitive Correlates of Classroom Achievement: Research for the Counselor.

Sporns Agency—Connecticut Univ. Research Foundation, Storrs.

Pub Date Feb 73

Note—13p.; Paper presented at the American Educational Research Association Convention, February 26-March 1, 1973, New Orleans

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Academic Performance, Achievement Tests, *Affective Behavior, Affective Tests, Behavior, *Cognitive Ability, Cognitive Development, Cognitive Measurement, *Cognitive Tests, Counseling, Counselors, High School Students, *Rating Scales, Research Projects, Success Factors

The relationship between cognitive and affective variables in the context of predicting student achievement performance in the classroom is examined. Specifically, the study examines the two-part question: 1) to what extent, and 2) in what manner can classroom achievement (grades) be predicted by selected cognitive and affective variables. The findings of the study lend further clarification to the prediction of classroom achievement. As expected, cognitive variables contribute to explaining variation in classroom grades, but the combination of cognitive and affective variables in a six predictor equation explain only 32% of the variation in grades. The authors conclude that moderate relationships between cognitive measures and classroom achievement should be accepted and future

research might include personality characteristics in studies of differences in classroom achievement. Short reviews of the literature to date are included. (Author/SES)

ED 074 431 CG 007 941

Greever, Kathryn B. And Others
An Adlerian Approach to Measuring Change in College Freshmen.

West Virginia Univ., Morgantown. Regional Rehabilitation Research and Training Center. Pub Date Feb 73

Note—16p.; Paper presented at the American Personnel and Guidance Association Convention, February 9-12, 1973, San Diego

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Changing Attitudes, *College Students, *Community Colleges, *Cultural Factors, Females, *Freshmen, Males, Research Projects, *Social Environment, Social Experience, Student Attitudes, Student Characteristics

Identifiers—Social Interest

The study examines changes in social interest scores of freshmen in a community college over a period of one semester. The authors hypothesized that students who attended the community college for the full semester, with all of the services offered to them, should show an increase in social interest as they became more aware of their ability to contribute and found increased self-significance within the college environment. It was also hypothesized that there would be a difference in social interest by sex. Results of the study of 228 freshmen showed that although females had higher social interest scores than males, males gained in social interest over the one semester period. These results were attributed to the college environment, initially low Social Interest Interest scores, and perhaps to the college curriculum and specialized student services. While there was no relationship between social interest and socioeconomic status, there were variable relationships between social interest and academic achievement, class rank, and age. (Author/SES)

ED 074 432 CG 007 947

Holt, Pete R. And Others

Counseling for Change: A New Perspective.

West Virginia Univ., Morgantown. Regional Rehabilitation Research and Training Center.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Rehabilitation Services Administration. Pub Date Feb 73

Note—29p.; Paper presented at the American Personnel and Guidance Association Convention, February 9-12, 1973, San Diego

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Counseling, *Counseling, *Counseling Effectiveness, *Counseling Goals, Counseling Theories, Counselor Evaluation, Counselor Performance, Disadvantaged Youth, Evaluation, *Expectation, Learning, Research Projects

Three Internal-External (I-E) locus of control counseling techniques were used in regular counseling sessions to determine whether these techniques would result in a control expectancy shift from external to internal. Twenty-seven Ss were counseled in 4 groups for five weeks, twice each week in groups, and once each week individually by 4 counselors. Seventeen Sc participated in non-counseling sessions. Results showed that 2 groups who were led by counselors judged to have used IE counseling techniques did experience a significant control expectancy shift as opposed to 2 non-IE counseled groups ($t = 2.4$, p less than .02) and all non counseled groups (2.5 , p less than .02). There was no significant difference between non counseled and non-IE counseled ($t = .11$, p greater than .05). Counselors varied in their I-E technique preference but agreed that techniques are useful counseling tools. (Author)

ED 074 433 CG 007 951

Kammeyer, Kenneth C. W.

The "Younger-Minority Boy" as a Clue to the Source of Achievement Orientation.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Aug 72

Note—17p.; Paper presented at the American Sociological Association Convention, August 28-31, 1972, New Orleans

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Academic Aspiration, *Achievement Need, *Birth Order, Family (Sociological Unit), *Family Influence, Family Relationship, Literature Reviews, *Males, Occupational Aspiration, Parents, Research Projects, *Self Esteem, Siblings

Identifiers—Rosenberg (Morris), Younger Minority Boy

This study is a follow-up of the work by Morris Rosenberg who found that younger-minority boys tend to have high self-esteem, but a relatively low achievement orientation and low grades in school. Sampling a total 898 high school senior boys, this study found that younger minority boys do have lower grades and lower occupational and educational aspirations. However, in contrast to Rosenberg's speculation that they receive more affection from their parents, it was found that younger-minority boys see their mothers, and to a small degree their fathers also, as less loving and more demanding than do other boys. The authors suggest that younger-minority boys may be less achievement oriented because of the particular combination of relationships they have with their parents, in contrast to Rosenberg's conclusion that the low achievement need by the younger-minority boy is the result by his unconditional acceptance and special affection he receives from his parents and older sisters. References and tables are included. (Author/SES)

ED 074 434 CG 007 992

Cairns, Robert B.

Effects of Verbal Evaluations on 4-11 Year Old's Learning and Performance.

Indiana Univ. Foundation, Bloomington.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-0378

Pub Date Jan 73

Grant—OEG-65-71-0069-508

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior, Behavior Development, Educable Mentally Handicapped, Elementary School Students, *Evaluation, Feedback, Learning, Mentally Handicapped, Negative Reinforcement, Performance, Positive Reinforcement, *Social Reinforcement, *Student Behavior, *Teacher Behavior

Experimental and ethological studies were undertaken to clarify the role of positive and negative evaluations in the control of the child's performance on laboratory and classroom learning tasks. The results indicate that "social reinforcers" are effective to the extent that they communicate to the child unambiguous information on the adequacy of his performance. These events are normally of only modest effectiveness in the immediate control of performance as studied in both experimental and classroom settings. Negative statements, on the other hand, have been shown to be highly effective in both contexts. Further analysis suggests that the traditional focus upon social reinforcement processes oversimplifies the nature of the actual interpersonal controls used by the teacher. It is argued, in conclusion, that it is necessary to go beyond simple concepts of "social reinforcement" in order to come to grips with the interpersonal events that are effective in behavior development and behavior control. (Author/LAA)

CS

ED 074 435 CS 000 342

LaRocque, Geraldine E.

Must Johnny Read?

Pub Date 4 Dec 71

Note—27p.; Speech delivered at the Reading Conference, Montclair, New Jersey State College, December 4, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Communication, Conference Reports, English Education, Instructional Innovation, *Interdisciplinary Approach, Learning Modalities, *Multimedia Instruction, *Reading Instruction, Reading Programs, Reading Research, *Remedial Reading, Retarded Readers, *Visual Learning, Visual Literacy

The first part of this address given at the second annual Reading Conference (Montclair, December 1971) offers alternative answers to the question, "In this age of multi-sensory media

from which we can learn of the past, the present, and the future in other ways than the written word, must everyone learn to read?" Data from recent research reports by Edmund J. Farrell, Jean Symmes, Judith L. Rapport, and the author are offered as support for the position that reading is not as essential for today's children as it was for their parents. The last portion of the address talks about a number of ways to help poor or non-readers learn—for example, through the use of films, slides, records, cassettes, simulation games, video tape, photographs, and computer-assisted instruction. (TO)

ED 074 436 CS 000 355

Melnick, Amelia, Ed. Merritt, John, Ed.

Reading: Today and Tomorrow.

Pub Date 72

Note—508p.

Available from—University of London Press Ltd., St. Paul's House, Warwick Lane, London EC 4P 4AH

Document Not Available from EDRS.

Descriptors—*Elementary Education, Mass Media, Reading Ability, *Reading Development, *Reading Instruction, Reading Processes, *Reading Research, *Secondary Education

This collection of essays is a companion volume to "The Reading Curriculum," both of which have been prepared for a post-experience course in reading development taught at The Open University at the University of London. While the intention is to provide British students with background for a course in the teaching of reading, a number of the essays are from American sources. The volumes are designed to provide (1) an overview of reading; (2) various views on the nature of the reading process; and (3) a review of the many problems in reading development. This particular volume is divided into two parts: "Part I: What is Reading?" presents articles on the reading process, the nature and influence of the media, and the developing abilities of the reader; "Part II: Present Standards and Future Needs" surveys the state of the field and summarizes present and future provisions and needs. (Author/DI)

ED 074 437 CS 000 358

Give-Away Book Programs Combined with Title II Reading Projects. ESEA Title II and The Right to Read, Notable Reading Projects No. 9.

Office of Education (DHEW), Washington, D.C.

Report No—HEW-OE-73-21101

Pub Date Jul 72

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elective Reading, *Reading Development, *Reading Habits, *Reading Interests, Reading Materials, Reading Material Selection, *Reading Programs, *Recreational Reading

Identifiers—*Elementary Secondary Education Act Title II, ESEA, Reading is FUNdamental Program, Right to Read Program

This is the ninth report describing notable reading projects funded under Title II of the Elementary and Secondary Education Act. Projects combining Title II reading projects with a give-away book program in Alabama, Illinois, Indiana, Maryland, Massachusetts, and New Jersey are described. Although Title II funds cannot be used to provide books to give away, funds from federal sources, such as ESEA Title I and Model Cities, and from civic groups, foundations, alumni organizations, and business and industry are being utilized to buy books. The idea of giving books to children as a means of motivating them to read is derived from Reading is FUNdamental (RIF), a national program funded by a private foundation and sponsored by the Smithsonian Institution. The program is based on the theory that if children are able to choose books from a wide and interesting selection to keep for their very own, they might be put on the road to additive reading. Reports on Title II reading projects which have been combined with a give-away program show a sharp increase in the use of instructional materials and school media centers. Teachers and media specialists also note improvement in reading tastes as the projects continue. (Author/TO)

ED 074 438 CS 000 359

Who Watched "The Electric Company": "The Electric Company" In-School Utilization Study.

The 1971-72 School and Teacher Surveys.

Children's Television Workshop, New York, N.Y.

Pub Date 72

Note—23p.

Available from—Children's Television Workshop, 1865 Broadway, New York, N. Y. 10027 (single copies to individuals, free)

Document Not Available from EDRS.

Descriptors—*Educational Television, *Elementary Education, Instructional Media, *Reading, *School Surveys, *Television Instruction, Television Surveys, Television Viewing
Identifiers—Children's Television Workshop, *Electric Company

Drawn from the full report entitled "The 'Electric Company' In-School Utilization Study: The 1971-72 School and Teacher Surveys," this summary of both surveys provides information on how schools and teachers first heard of "The Electric Company," why they decided to either adopt the series, and how the adopters adjusted classroom activities to facilitate viewing. Following this is a chapter discussing the technical deficiencies of television in schools during the 1971-72 school year and suggesting activities to aid viewing. Finally, a discussion is given to the surveys being planned which are expected to produce extensive information about school development and innovation, even though they are primarily focused on "The Electric Company." (HS)

ED 074 439

CS 000 361

Harris, Albert J., Ed. Sipay, Edward R., Ed.
Readings on Reading Instruction. Second Edition.
Pub Date 72
Note—466p.

Available from—David McKay Co., Inc., 750 Third Avenue, New York, N.Y. 10017 (\$5.95 paper)

Document Not Available from EDRS.

Descriptors—Beginning Reading, Developmental Reading, *Elementary Grades, Individualized Reading, *Reading, *Reading Achievement, Reading Comprehension, *Reading Instruction, Reading Readiness, *Reading Research, Reading Skills, Reading Tests, Remedial Reading, Vocabulary

This book is a compilation of articles that are related to reading instruction. The materials covered in the seventeen chapters are: "Perspectives on Reading," "The Psychology and Psycholinguistics of Reading," "Reading Readiness," "Beginning Reading," "Measuring Reading Outcomes and Determining Needs," "Grouping for Effective Reading Instruction," "Individualized Reading," "Word Recognition and Word Analysis," "Development of Vocabulary," "Reading Comprehension," "Reading in Content Areas," "Recreational Reading," "Materials for the Reading Program," "Some Special Issues in Reading Instruction," "Reading for the Gifted," "Helping the Retarded Reader," and "Reading Instruction for the Disadvantaged." (WR)

ED 074 440

CS 000 363

O'Reilly, Robert P.

A System of Objectives in Reading. A Draft Manual for the Selection of Reading Objectives in Project SPPEP.

New York State Education Dept., Albany. Bureau of School and Cultural Research.
Pub Date Nov 71

Note—126p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavioral Objectives, Content Reading, Decoding (Reading), Educational Objectives, *Program Development, *Reading, Reading Comprehension, *Reading Instruction, Reading Programs, Reading Readiness, Study Skills, *Taxonomy, Vocabulary Development

This manual first explains the system for classifying reading objectives developed for System for Objectives-Based-Evaluation-Reading (SOBE-R) and then presents the objectives themselves. The classification system is designed to facilitate the selection of behavioral objectives in the subject area of reading, here divided into six general categories: multisensory readiness skills, decoding skills, vocabulary skills, comprehension, location and study skills, and reading in the content areas. Each of these categories is in turn divided into subcategories, which may be broken down further into second and third order differentiations, the rather specific goals from which the behavioral objectives have been derived. These generic behavioral objectives may then be modified to fit the local reading needs or, in many cases, may be used to generate several more specific objectives, which become the real behavioral goals of instruction. The complete hierarchy of each of the six categories is given. (Author/TO)

ED 074 441

CS 000 368

Item Study Summary Report Sequential Tests of Educational Progress (STEP); Reading, Mathematics and Writing for Grades 4, 6, 8, 10 and 12 by State and District School Year 1970-1971. Research Report No. 77.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No—Res-R-77; TAC-70-2460

Pub Date 71

Note—268p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Elementary Grades, *Item Analysis, Mathematics, Public School Systems, *Reading Tests, *Secondary Grades, Test Results

Identifiers—*Sequential Tests of Educational Progress (STEP)

This report is the sixth of a series of reports having to do with item studies of the Sequential Tests of Educational Progress (STEP) regularly administered to students in grades four, six, eight, ten, and twelve enrolled in the public school system in Hawaii. The item study summaries prepared for achievement tests administered at the various grade levels involved fifteen separate tests, 900 test items, and 65 thousand individual students. Since each student took three achievement tests, an item count was made for approximately 196 thousand students. This report is in two sections: Part I presents the item study summaries by grades and subject areas for the state; Part II presents the item study summaries by grades and subject areas for each of the seven districts. (WR)

ED 074 442

CS 000 385

Smith, Helen K., Ed.

Perception and Reading. Proceedings of the Annual Convention of the International Reading Association (12th, Seattle, May 1967). Volume 12, Part 4.

International Reading Association, Newark, Del.

Pub Date 68

Note—140p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (\$3.50 non-member, \$3.00 member)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Auditory Perception, *Learning Modalities, Paired Associate Learning, *Perception, *Reading, Reading Achievement, Reading Difficulty, Reading Readiness, *Reading Research, Visual Discrimination, Visual Perception

This bulletin is a compilation of papers dealing with the role of perceptual functions in reading and reading difficulties that were delivered at the 1966-67 Convention of the International Reading Association. Various sections are devoted to discussions of and reports of research on such matters as the auditory and visual modalities in reading, the neurological and psychological, and sociological aspects of perception in reading, and the relationships between personality, intelligence, perception and reading achievement. A final section discusses the application of research findings to instructional and diagnostic practice. (JH)

ED 074 443

CS 000 387

Pezdek, Kathy Royer, James M.

The Role of Comprehension in Learning Concrete and Abstract Sentences.

Massachusetts Univ., Amherst. Dept. of Psychology.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.; National Science Foundation, Washington, D.C.

Report No—R-72-3

Pub Date Dec 72

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstraction Levels, College Students, Comprehension, *Learning Processes, *Pattern Recognition, Perception, *Reading Comprehension, Recall (Psychological), *Semantics, Word Recognition

A previous study by Begg and Pavio found that subjects presented with concrete sentences were able to detect subsequent changes in meaning better than changes in wording. In contrast, with abstract sentences, wording changes were detected with greater facility than were changes in meaning. The present study assesses the effect of comprehension on the recognition of meaning

and wording changes with concrete and abstract sentences. Part of a group of 120 undergraduates at the University of Massachusetts was presented with sentences embedded in a context paragraph designed to increase comprehension. Results indicated that recognition for meaning changes in abstract sentences was significantly higher for the sentence-embedded group than for the group presented the sentences without the paragraphs. There was no appreciable difference between the groups in recognition of wording changes in abstract sentences or of both meaning and wording changes in concrete sentences. The results are discussed in light of recent models which propose different storage mechanisms for concrete and abstract sentences. Appendixes illustrating wording and meanings test sentences, contextual material presented to the experimental treatment group, and tables of analysis of variance are also provided. (Author/HS)

ED 074 444

CS 000 388

Marsh, George Desberg, Peter

Current Basic Research in Beginning Reading.

Pub Date Feb 73

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Beginning Reading, *Decoding (Reading), Orthographic Symbols, Paired Associate Learning, Pattern Recognition, *Phonics, *Reading Instruction, *Reading Research, Teaching Methods

Identifiers—*Phoneme-Grapheme Correspondence

This paper reviews some recent research on the component skills necessary to learn to read by phonic techniques. The review is divided into four sections, each relating research on one of the skills necessary for novel word decoding. The four skill areas are: (1) learning invariant grapheme-phoneme correspondences; (2) relating the isolated letter sounds to the same sounds in words; (3) dealing with variant pronunciation of graphemes; and (4) dealing with polysyllabic words on a lexical basis. A five-page bibliography is included. (Author/TO)

ED 074 445

CS 000 390

Durr, William K., Ed.

Reading Difficulties: Diagnosis, Correction, and Remediation.

International Reading Association, Newark, Del.

Pub Date 70

Note—282p.; Selected papers from the Annual Meeting of the International Reading Association (Kansas City-1969)

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (\$6.50 non-member, \$3.75 member)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Informal Reading Inventory, Reading, *Reading Diagnosis, *Reading Difficulty, *Reading Improvement, Reading Instruction, Reading Materials, Reading Research, *Remedial Reading

The purpose of this collection of selected papers is to provide the reading teacher and the classroom teacher with usable information concerning remedial reading and its diagnosis and correction. The first section, concerned with the why of reading problems, reviews the various factors associated with reading difficulties. The second section presents a series of papers concerned with informal diagnostic procedures. The history of informal inventories is reviewed, and strengths and weaknesses are analyzed. The third section contains papers related to the correction of reading problems in the classroom, including those of inner city schools. The fourth section discusses remedial programs that are the province of the reading specialist working outside of the classroom. (Author/WR)

ED 074 446

CS 000 393

Goodman, Kenneth S., Ed. Fleming, James T., Ed.

Psycholinguistics and the Teaching of Reading.

International Reading Association, Newark, Del.

Pub Date 69

Note—95p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (Order No. 907, \$3.50 non-member, \$3.00 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Beginning Reading, Cultural Differences, Decoding (Reading), Language Development, *Linguistic Competence, Phonology, *Psycholinguistics, Reading Comprehension, *Reading Instruction, *Reading Processes, *Reading Skills, Spelling

Selected by the International Reading Association's Committee on Psycholinguistics and Reading, the papers in this volume were first presented at the 1968 IRA Preconvention Institute: (1) "Reading Is Only Incidentally Visual" (Kolars) suggests that the teaching of reading should move away from the purely visual; (2) "Some Thoughts on Spelling" (Halle) discusses the principle that orthographies must contain no symbols that reflect the operation of phonological rules; (3) "Words and Morphemes in Reading" (Goodman) explores the lack of one-to-one correspondence between words and morphemes and the implications for reading instruction; (4) "Some Language and Cultural Differences in a Theory of Reading" (Shuy) focuses on the child's environment and how he learns language symbolization; (5) "An Operational Definition of Comprehension Instruction" (Bormuth) argues that instruction in reading comprehension is poor as a result of little valuable research; (6) "Psycholinguistic Implications for a Systems of Communication Model" (Ruddell) discusses selected variables related to decoding and comprehension; and (7) "The Teaching of Phonics and Comprehension: A Linguistic Evaluation" (Wardhaugh) discusses the premises behind existing methods of beginning reading instruction. The final chapter, "Component Skills in Beginning Reading" (Caffee and Venezky) appears in the ERIC system as ED 064 655. (HS)

ED 074 447 24 CS 000 394

Turnure, James E. Samuels, S. Jay
Attention and Reading Achievement in First Grade Boys and Girls. Research Report No. 43. Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—RR-43
Bureau No.—332189

Pub Date Dec 72

Grant—OEG-09-332189-4533(032)

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Academic Failure, *Attention, *Beginning Reading, *Grade 1, *Reading Achievement, Reading Instruction, *Sex Differences, Student Behavior, Task Performance. Word Recognition

Eighty-eight first graders (53 boys and 35 girls) were observed to determine whether attentiveness (visual orienting behavior, or direction of gaze) was related to reading achievement prior to the effects of long-term success-failure school experiences and whether the expected superior reading achievement of girls was related to observed attentiveness in the classroom. An observer was assigned to each of the four classrooms to record the attentional behaviors of the pupils during the reading hour; 15 visits were made over the course of a month. Positive attentiveness included task relevant behaviors, whereas non-task orienting behavior was scored negatively. Results indicated that girls were significantly more attentive than boys and achieved higher word recognition scores. Word recognition was found to be significantly related to attentiveness for the group as a whole, with reading readiness controlled in a covariance analysis. It was concluded that overt, task relevant, orienting behavior was related to scholastic achievement and was acquired in beginning reading, before a long history of academic success-failure had been established. (Author/HS)

ED 074 448 CS 000 395

Cunningham, Susanne A. Reagan, Cora Lee
Handbook of Visual Perceptual Training.

Pub Date 72

Note—111p.

Available from—Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$8.50)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Auditory Perception, *Perceptually Handicapped, *Teaching Guides, *Teaching Methods, *Visual Learning, *Visual Perception

This handbook, written for parents, teachers, and others working with children for the purpose of early recognition of defective visual perceptual functioning, presents a training program designed to improve visual perception and suggestions for implementation of this program. To assist the trainer in establishing a beginning level for training, expected performance of children from two years to preadolescence is listed under overlapping age levels and under motor, communications, and social performance. In addition to presenting suggestions to aid in detecting visual perceptual disability, this volume reports original research and significant clinical findings gained from a study of children five through ten years of age. Observations made during the reported study include the relationship of speed of perception to performance, the effect of visual-perceptual dysfunction on behavior and academic achievement, and the correlation of auditory, visual and motor-perceptual functioning. A bibliography and an appendix of rating scales are also included. (Author/WR)

ED 074 449 CS 000 398

Kennedy, John J. And Others

The Effects of Induced "E" [Experimenter] Bias on the Reading of Instructions during a Behavioral Experiment.

Spons Agency—Ohio State Univ., Columbus.

Coll. of Education.

Pub Date Mar 73

Note—23p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bias, Expectation, *Experimental Psychology, *Oral Communication, Oral Reading, Reading, *Suprasegmentals, *Test Bias, *Testing, Testing Problems

Eight graduate students were used as experimenters in this study to assess the effects of experimentally induced experimenter outcome bias with respect to selected suprasegmental phenomena (pitch, stress, and terminal intonation) emitted by the experimenters during the instruction reading phase of a behavioral experiment. Experimenters were led to expect differential conditioning performance from the subjects prior to the experiment. The subjects, 24 undergraduate students, were informed as to the nature of the experiment and were instructed to provide results which were compatible with the experimenters' expectations. The experimenters' directions to the subjects were audio-taped and rated by trained judges. Analyses of data produced several marginal findings but generally failed to demonstrate that bias is communicated through systematic variations in the measured language features. It was noted, however, that the response measures analyzed in this study were more specific than measures examined in earlier research and that the failure to uncover anticipated relationships suggests the study direct attention to an anomaly or inconsistency in the chain of logic underlying a substantive phenomenon which can serve to prompt further exploration and clarification. (Directions to students and a consensus sheet are appended) (HS)

ED 074 450 CS 000 399

Dunne, Hope W.

The Art of Teaching Reading: A Language and Self-Concept Approach.

Pub Date 72

Note—158p.

Available from—Charles E. Merrill Publishing Co., A Bell & Howell Company, Columbus, Ohio 43216 (\$2.95 paper)

Document Not Available from EDRS.

Descriptors—Developmental Reading, Disadvantaged Youth, *Elementary Grades, Individualized Reading, Oral Reading, Reading, Reading Comprehension, Reading Diagnosis, Reading Improvement, *Reading Instruction, *Reading Materials, *Reading Skills

The purpose of this book is to give classroom teachers some guidelines for making learning to read a more meaningful experience for each child. The art of pacing and challenging a child through inductive teaching is detailed and techniques for guiding the child in self-selection and planning his time are described. Unit teaching in a self-contained classroom provides the framework. The topics discussed in the seven chapters are: "Identifying the Problem," "Success

for Each Child—Starting the First Day of School," "Nongraded Teaching in a Self-Contained Classroom," "Unit Teaching Detailed," "Unstructuring in a First-Grade Teacher," "One Answer Versus Thinking," and "Using the Laboratory Experience Method with the Disadvantaged Child." Appendices are also included. (WR)

ED 074 451 CS 000 400

Hartstein, Jack, Ed.

Current Concepts in Dyslexia.

Pub Date 71

Note—212p.

Available from—The C. V. Mosby Company, 11830 Westline Industrial Drive, St. Louis, Missouri 63141 (\$12.00)

Document Not Available from EDRS.

Descriptors—*Dyslexia, Learning Difficulties, *Learning Disabilities, Reading, *Reading Diagnosis, *Reading Difficulty, Reading Instruction, Remedial Instruction

The purpose of this book is to provide the reader with an overall view of the terms, people, and studies involved in the evaluation of dyslexic children. The topics discussed in the nine chapters are: "Introduction to Learning Disorders for the Ophthalmologist," by Jack Hartstein; "Interdisciplinary Approach to the Diagnosis of Reading Problems," by Marlin Jackoway; "Diagnosis and Treatment of the Dyslexic Child," by Marilyn McNamee Lamb and Patricia Toolen; "Role of the Reading Teacher in Learning Disorders," by Richard Burnett; "Education for Children with Learning Disabilities," by Eleanor Kenney; "Role of the Orthoptist in Evaluation of Reading Disorders," by Jane Hurtt; "Auditory-Articulatory Dimensions of Reading and Reading Disability," by Leonard Becker; "Role of the Neurologist in Management of Children with Learning Disabilities," by Harvey Edward Cantor; and "Use of Drugs to Help Children with Learning Problems," by Mark Stewart. (WR)

ED 074 452 CS 000 401

Elley, Warwick B. Tolley, Cyril W.

Children's Reading Interests: A Wellington Survey.

International Reading Association, Wellington (New Zealand). Wellington Council; New Zealand Council for Educational Research, Wellington.

Pub Date 72

Note—51p.

Available from—The Sales Division, New Zealand Council for Educational Research, P. O. Box 3237, Wellington, New Zealand (\$0.60 plus \$0.10 surface postage)

Document Not Available from EDRS.

Descriptors—*Children, *Childrens Books, *Elementary Education, Library Material Selection, *Literary Discrimination, Literature Appreciation, Periodicals, *Reading Interests, Recreational Reading

Identifiers—*New Zealand

This survey of children's reading interests in New Zealand, conducted in 1969, sought to discover which books, writers, magazines, and comics children read; what determines their choices; what they look for in a book; and where they obtain their reading material. A cross section of children was surveyed at four class levels from Standard II to Form IV. The survey includes the questionnaire used, a description of the sample, and a discussion of the results categorized according to (1) leisure-time interests, (2) preferred reading materials, (3) choosing books, (4) favorite authors and books, (5) newspaper reading, (6) favorite comics, and (7) favorite magazines. Among the conclusions reached, the authors discovered that children in Forms II and IV read more adult books than they used to; there is some question whether the books children read are of higher literary value than those read as measured by a 1942 survey; that there is a high demand for "thrillers" and popular romances; that television competes with books for children's time; and that teachers should have training in recognizing children's reading interests. (Author/DI)

ED 074 453 CS 000 402

Schnell, Thomas R.

Teaching Educationally Disadvantaged Adults to Read.

Pub Date May 73

Note—10p.; Paper presented at the Annual Convention of the International Reading Association (18th, Denver, Colorado, May 1-4, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Adult Reading Programs, Adult Students, Educationally Disadvantaged, High Interest Low Vocabulary Books, Reading Achievement, *Reading Instruction, Reading Interests, *Reading Materials, Remedial Reading Programs, *Student Motivation, *Teaching Techniques

This study compares the effectiveness of two approaches to teaching survival reading skills to 50 semi-literate adults. One group was given reading instruction from high interest-low vocabulary reading materials at appropriate levels of difficulty according to their results on the Gray Oral Reading Test, Form A. The second group was given reading instruction in materials selected because of their frequency of use in daily activities, such as newspapers, magazines, forms for welfare payments, driver's licenses, appliance warranties, and job applications with no attention given to the readability level of any of the materials. Following four months of small group tutoring three times a week, both groups were retested with Form B of the Gray Oral and were administered a questionnaire to assess their feelings about the program and how much they felt it helped them. The second group made significant gains on the post-test and also had more positive feelings about the program. Findings indicated that increases in performance were more closely related to motivation than to instructional materials. (Author/TO)

ED 074 454 CS 000 403

Arley, A. Stier

Identifying Good Teachers of Reading. Successful

Teachers of Reading, Who are They?

Pub Date May 73

Note—22p. Paper presented at the Annual Convention of the International Reading Association (18th, Denver, Colorado, May 1-4, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Effective Teaching, Librarians, *Parent Role, Reading Development, *Reading Habits, Reading Instruction, *Reading Interests, Resource Staff Role, Student Attitudes, *Teacher Evaluation, Teacher Role, *Teaching Styles

Approximately 100 junior and senior education majors in a basic reading methods course answered these questions: (1) from what you can recall, what did your teachers (on any level) do that you feel promoted your competence and interest in reading? (2) was there anything that your teachers did that detracted from your interest in reading? (3) was there someone or something besides your teacher who contributed to your competence and interest in reading? From their answers several generalized observations about the school reading programs and teachers as these students remember them are made. Teachers' oral reading is frequently mentioned as most enjoyable and stimulating. Creative teaching and teacher enthusiasm are recalled as prime motivators while repetitive drill and dull reading classes are listed as negative influences. School librarians often served as an inspiration to these students. The major influence for all these students was the parents or family. Most had been read to as children, had parents who read for pleasure, had books and magazines readily available in the home, and were encouraged (but not pressured) to read for enjoyment and information. (TO)

ED 074 455 CS 000 404

RIF's [Reading is Fundamental] Guide to Book Selection 1973.

Smithsonian Institution, Washington, D. C. National Reading is Fundamental Program.

Pub Date 73

Note—95p.

Available from—Reading is Fundamental, Arts & Industries Building Smithsonian Institution, Washington, D. C. 20560

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, *Booklists, *Childrens Books, High Interest Low Vocabulary Books, Paperback Books, Reading, *Reading Interests, *Reading Material Selection

Identifiers—*Reading is Fundamental, RIF

This book guide is an annotated list of available paperback titles for elementary school children for use by "Reading is Fundamental" program directors. Some high-interest, low-vocabulary titles suitable for older children as well as special booklists for black, American Indian, and

Spanish-speaking children are also included. All books have been given a grade designation for both readability and interest level, but only for general guidance purposes. A complete list of the publishers cited and their addresses is provided. (TO)

ED 074 456 CS 000 405

Battig, William F.

Paired-Associate Learning.

Pub Date 72

Note—24p.

Available from—General Learning Corp., 250 James St., Morristown, New Jersey 07960 (\$0.90)

Document Not Available from EDRS.

Descriptors—*Associative Learning, Conditioned Response, Conditioned Stimulus, Conditioning, *Learning Theories, *Paired Associate Learning, Patterned Responses, *Psychology, Reading, *Social Sciences, Stimulus Devices

One of a series of original statements on a central concept, principle, theory, or problem in the social sciences, this module presents a definition and some illustrations of paired associate (PA) learning and a summary of the procedures used in PA learning. Many of the important research findings on PA learning are briefly recounted and a basic bibliography on the topic concludes the paper. (TO)

ED 074 457 CS 000 406

Harker, W. John

The Professional Preparation of Reading Teachers and Specialists in Canadian Universities.

Pub Date [72]

Note—17p.; Unpublished study

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Reading, *Reading Instruction, *Teacher Education, *Teacher Qualifications

Identifiers—*Canada

This study sought to determine the extent to which Canadian universities and colleges provided courses for the professional preparation of reading teachers and specialists. A questionnaire sent to all relevant institutions revealed that most elementary education programs included reading within language arts courses. Developmental reading was included in one-half of the programs, corrective reading in one-third. One-half of the secondary education programs included developmental reading while one-fifth of these programs included corrective reading. Eight graduate programs offered courses recommended for reading specialists. Discussion and recommendations follow the presentation of the data. (Author/TO)

ED 074 458 CS 000 414

Reid, Jessie F., Ed.

Reading: Problems and Practices; A Selection of Papers.

Pub Date 72

Note—415p.

Available from—Ward Lock Educational, 116 Baker Street, London W1M 2BB

Document Not Available from EDRS.

Descriptors—Developmental Reading, Dyslexia, Reading, Reading Development, *Reading Diagnosis, *Reading Difficulty, Reading Failure, Reading Instruction, Reading Materials, *Reading Skills, Reading Tests, *Remedial Reading, *Retarded Readers

This book of readings begins with a section in which reading problems are defined and the most recent evidence as to their scope is surveyed. Two sections on correlates and causes follow: the first of these deals with correlates of social and emotional origin and the second with developmental reading disability. The next section looks at some current views of diagnosis, assessment, and treatment, and the final section discusses some of the fields which seem to offer hope for effective prevention. References have been printed at the end of individual papers. Works which it is felt would be of particular interest have been marked with an asterisk. A brief bibliography of recommended books not mentioned elsewhere in the text appears at the end of the volume. (Author/WR)

ED 074 459 CS 000 419

Winsand, Jean Evans

A Process of Developing an Instructional Model and Staff for an Introductory Course for Reading Teachers.

Pub Date 71

Note—109p.; Ph.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-16, 950, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Performance Based Teacher Education, *Preservice Education, *Reading, *Reading Research, Teacher Education, Teacher Educators

Identifiers—Minnesota Teacher Attitude Inventory

The purpose of this study was to explore the feasibility of a competency-based model for the instruction of a course in reading methods for preservice education students. A secondary purpose was the development of staff personnel to teach this course, using a similar competency-based component. Evaluation of the model was based on observation of competency behaviors, staff evaluation of student journals, and pre- and post-test administrations of the Minnesota Teacher Attitude Inventory to determine attitude change. The model was implemented by a staff of three persons functioning as a team to provide facilitators for the competency expectations. The staff evaluated student journal responses to determine necessary modifications of the model, and to aid in developing modified models of the original course for future instruction. The results of the study indicated that this model was feasible for this course. The journals were useful in determining competency achievement. The journal evaluation became the major challenge of the study. The model did not create a significant attitude change as measured by the Minnesota Teacher Attitude Inventory. (Author/WR)

ED 074 460 CS 000 420

King, Norman Anthony

The Effects of Group Bibliocounseling on Selected Fourth-Grade Students Who Are Underachieving in Reading.

Pub Date 72

Note—177p.; Ed.D. Dissertation, University of the Pacific

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-30,788, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Bibliotherapy, Grade 4, *Group Counseling, Reading Achievement, Reading Comprehension, *Reading Development, *Reading Improvement, Self Concept, *Student Attitudes, Vocabulary

Identifiers—*Bibliocounseling

This study tested the effectiveness of bibliocounseling, group counseling using books as an adjunct, on 48 fourth-grade boys whose third-grade reading scores fell two or more stanines below their third-grade IQ scores. The Gates MacGinitie Reading Test, Survey D; the San Diego County Inventory of Reading Attitude; and the Self-Concept and Motivation Inventory were administered as pretests and as immediate six-month posttests. For ten weeks, the boys in the two experimental subgroups and the two control Group Two subgroups attended twice-weekly bibliocounseling sessions conducted by the investigator. The boys read orally for 20 minutes from nine award-winning children's trade books featuring a young male protagonist and/or a theme of adventure, humor, or sports. They then discussed the stories according to a procedure adapted from "Reading Ladders for Human Relations," fourth edition, by Crosby. In both posttest administrations, the groups receiving bibliocounseling had significantly higher reading comprehension scores, closely approached the level of significance in vocabulary, and experienced highly significant improvement in their attitude toward reading and their reading self-concept. (Author/TO)

ED 074 461 CS 000 421

Williamson, James Earl

Context Clues Used by Sixth Grade Readers of Expository and Narrative Discourse.

Pub Date 72

Note—143p.; Ed.D. Dissertation, The University of Arizona

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-30,386, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Cloze Procedure, *Context Clues, *Expository Writing, *Grade 6, Narration, Reading, Reading Research

The purposes of this study were to determine what context clues are used by sixth grade children as they read narrative and expository materials and to determine if narrative writing offers different clues than expository writing. A further purpose of this study was to develop a classification schema or schemata of context clues for both styles of writing. The subjects for this study were 48 sixth grade students, who scored between 5.0 and 7.0 as measured on the California Test of Basic Skills. A basal reader and a trade book provided the narrative cloze passage; the expository cloze passages were from a science book and a social studies book. Four sample tests of five deletions each and four twenty-deletion cloze tests were developed from the selected passages. A deletion rate of every eleventh word was used for both the sample tests and the longer cloze test. The data indicated that narrative and expository writing have many contextual clues in common. Twenty-four clues were reported as being used by the subjects of this study. Fifteen of the twenty-four reported clues were reported for both the narrative and expository writing and included: (1) noun marker's syntactical position, (2) the recognition of synonyms, (3) the recognition of pronouns, and (4) the syntactical position of the infinitive marker. (Author/WR)

ED 074 462 CS 000 422

Ware, Ralph H.

The Development of a Criterion-Related Reading Comprehension Test for Exposition and Argument.

Pub Date 71

Note—164p.; Ed.D. Dissertation, State University of New York at Albany

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-31,825, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Criterion Referenced Tests, *Expository Writing, *Grade 9, *Persuasive Discourse, Reading, *Reading Comprehension, Reading Research, *Reading Tests

The purpose of this study was to provide increased understanding of the process and testing of the comprehension of certain kinds of expository and argumentative prose. A criterion-related reading test was constructed using as a criterion the Funder-Cochrane Task Analysis for Comprehending Exposition and Argument. A panel of three experts ruled on the suitability and the validity of the test passages and items. After an interview try-out with typical members of the population, the test was revised and then administered to 36 ninth-grade inner city students. Profiles were drawn for each student. These presented a student's performance and his strong and weak areas as revealed by the test. Comparisons were made between the investigator's test and two reading ability tests. Spearman Rank-Order Correlation Coefficients of .79 and .84 resulted. Some of the conclusions and implications were: (1) the skills identified in the task analysis are testable and teachable behaviors; (2) the process of comprehension explained by the task analysis may be coherently and systematically tested; and (3) after a learner's needs are identified, proper instruction in comprehension may be carried forward. (Author/WR)

ED 074 463 CS 000 423

Cawley, John F. And Others

The Slow Learner and the Reading Problem.

Pub Date 72

Note—311p.

Available from—Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$9.50)

Document Not Available from EDRS.

Descriptors—Language Development, *Mentally Handicapped, Reading, Reading Ability, Reading Achievement, Reading Difficulty, *Reading Instruction, *Reading Programs, *Reading Readiness, *Slow Learners

The purpose of this book is to provide the special educator and the general educator with a basic reference tool concerning the slow learner and the reading problem. The text is divided into two sections. The first section, "An Overview of Selected Factors Relative to Reading and the Slow Learner," includes six chapters that discuss selected factors in reading and the implications of these factors in terms of reading for the slow learner. The second section, "Implications for the

Teacher," focuses upon the direct applicability of selected reading activities for the slow learner. Included in this second section are readiness activities and principles, a discussion of two approaches to teaching reading, models for reading programs for the slow learner, and suggestions for individual appraisal and treatment. A bibliography is also included. (WR)

ED 074 464 24 CS 000 426

Wilder, Larry Norton, Richard W.

Pronouncing as a Method of Choice in Verbal Discrimination Learning. Technical Report.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.

Report No.—WRDCCL-TR-239

Bureau No.—BR-5-0216

Pub Date Nov 72

Contract—OEC-5-10-154

Note—11p.; Report from the Operations and Processes of Learning Component of Program 1

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Discrimination Learning, *Paired Associate Learning, *Pronunciation, Verbal Learning

Sixty college subjects were administered low frequency verbal discrimination lists under the conditions of pronouncing versus button pressing as a method of choice. There were sixteen word pairs in each list, and the words were three- and four-letter low frequency words selected from the Thorndike-Lorge tables. Four random orders of the pairs were constructed for each list, those four orders being presented for Trials 1 through 4, repeated for Trials 5 through 8, etc. The lists were presented on a Stowe memory drum. Each pair was presented twice in a row at a 2.2-second rate. Ten subjects received one of the two lists, and ten other subjects received the other list within each condition. The three conditions differed only in their method of choosing the correct item during anticipation. Some of the results indicated that the mean sum of errors for the groups that pronounced their choice was lower than the mean sum of errors for the groups that pressed a button to indicate their choice or verbalized the position of their choice. Also, the groups that pronounced their choice required fewer trials to criterion. These differences were not statistically reliable. (WR)

ED 074 465 24 CS 000 431

Hoover, Mary Rhodes And Others

An Experiment in Teaching Reading to Bidialectal Kindergarten Children. Research and Development Memorandum No. 102.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Lab. and Center Transition.

Report No.—SU-RD-M-102

Pub Date Feb 73

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Kindergarten Children, *Negro Dialects, Negro Youth, Nonstandard Dialects, Phonics, Reading, *Reading Instruction, *Reading Research, *Reading Skills, Standard Spoken Usage, Word Recognition

Four different treatments were used over a period of five months in this experiment concerning the teaching of reading skills to 35 black kindergarten children. The treatments were: (1) spelling patterns/phonics approach using black standard English, (2) a sight approach using black standard English, (3) a sight approach utilizing black nonstandard English during the first two months of instruction, and (4) a spelling patterns/phonics approach utilizing black nonstandard English during the first two months of instruction. The children's proficiency in both standard and nonstandard English was assessed on sentence repetition tests, and an attempt was made to measure their attitude toward black nonstandard speech on a matched guise preference test involving simple like/dislike reactions to 2 guises of 4 different speakers. The main results of the experiments were that the spelling patterns approaches proved superior to the sight approaches in 2 of the criterion measures: the Gates-MacGinitie vocabulary test and experimenter's test that was based specifically on materials

covering only the sight approach. No interaction effects between the treatments and either preference for or knowledge of black nonstandard English were detected. (Author/WR)

ED 074 466 CS 000 434

Kujoth, Jean Spealman

Best-Selling Children's Books.

Pub Date 73

Note—305p.

Available from—Scarecrow Press, Inc., 52 Liberty Street, P.O. Box 656, Metuchen, N.J. 08882 (\$7.50)

Document Not Available from EDRS.

Descriptors—*Bibliographies, *Book Catalogs, *Childrens Books, *Reading, *Reading Materials

This book reports the results of a survey by the author to determine what children's books have been bought for, and read by, the most children. It identifies and describes 958 children's grade books now in print that, according to U.S. publishers, have sold 100,000 copies or more since their publication. These best-sellers are listed by author, title, illustrator, year of original publication, number of copies sold, and by type of book, subject-category, and age level. (Author/WR)

ED 074 467 CS 000 435

Dechant, Emerald

Reading Improvement in the Secondary School.

Pub Date 73

Note—429p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632 (\$10.95)

Document Not Available from EDRS.

Descriptors—Content Reading, *Developmental Reading, *Reading, Reading Comprehension, *Reading Difficulty, *Reading Instruction, Reading Materials, Reading Processes, Reading Skills, Reading Speed, Remedial Reading, *Secondary School Students

This book, a comprehensive statement about the reading problems of adolescent students, relates the principles of learning and learning theory to the teaching of reading. Using a linguistic orientation, the author guides the teacher through the procedure for developing word recognition skills, comprehension skills, content-area reading skills, and rate skills. The twelve chapters include: "The Nature of the Reading Process"; "The Secondary Learner" (two chapters are devoted to this topic); "Characteristics of Good High School Reading Programs"; "Teaching Word-Recognition Skills: The Decoding Process"; "Developing a Meaningful Vocabulary"; "Advancing the Student's Comprehension Skills"; "Teaching Content-Area Reading"; "Teaching Rate of Comprehension"; "Corrective and Remedial Reading in the Secondary School"; and "Materials for the Teaching of Reading." An appendix of multiple spellings of certain consonant sounds is included. (Author/WR)

ED 074 468 CS 000 436

Battro, Antonio M.

Piaget: Dictionary of Terms [Original Title: Dictionnaire D'Epistemologie Genetique].

Pub Date 73

Note—186p.; Translated and edited from the original "Dictionnaire D'Epistemologie Genetique" (Dordrecht, Holland: Reidel Publishing Co., 1966) by Elizabeth Rutsch-Hermann and Sarah F. Campbell

Available from—Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, New York 10523 (\$14.00)

Document Not Available from EDRS.

Descriptors—Affective Behavior, Cognitive Processes, *Definitions, *Dictionaries, *Glossaries, *Learning Theories, Reference Books

Identifiers—*Piaget (Jean)

This dictionary of Piaget terms is devoted solely to the vocabulary of the most important terms found in the writings of Piaget and his collaborators. The definition of each term is illustrated in at least one context, and on several occasions the original text is cited. (WR)

ED 074 469 CS 000 441

Rosenquist, Arthur Richard

School and Home Co-operation and the Reading Achievement of First Grade Pupils.

Pub Date 72

Note—133p.; Ed.D. Dissertation, University of California, Berkeley

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-18,045, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Age Differences, Birth Order, *Family Environment, Family Influence, *Family Role, Family School Relationship, Grade 1, *Parent Role, *Reading Achievement, Reading Development, *Reading Instruction, Sex Differences, Siblings

This study assessed the effect on reading achievement scores of school-recommended reading activities completed in the home by first graders as assisted by older members of the family during non-school hours and apart from the school program. The families of 90 first graders from a high socioeconomic level and small urban-residential district were evenly divided into two groups. Orientation meetings were held for parents, and home visits and mailed information provided additional guidance. Positive reading experiences based on games and puzzles, joint parent-pupil library visits, and family members reading to the child and listening to the child read to them were used. An atmosphere of praise and encouragement and the involvement of fathers and older siblings were stressed. The mean scores obtained by subjects of the treatment group were significantly higher than those of the control group, and the educational gains in terms of months of schooling were substantial. Females significantly and substantially exceeded males on mean scores both across and within groups. Older pupils tended to benefit more than younger pupils from treatment. The effects of family size and position in family were neither strong nor consistent. (Author/TO)

ED 074 470 CS 000 442

Allison, Thomas Lee

A Comparison of Reinforcement Activities for Listening Comprehension Skills.

Pub Date 71

Note—76p.; Ph.D. Dissertation, Syracuse University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-11,821, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Language Skills, *Listening Comprehension, *Listening Skills, *Reading Ability, Reading Skills, *Study Skills

The effect of reinforcement activities combined with previously taught listening skills upon both standardized reading and listening test scores was investigated. Participants were 267 fifth graders divided into five treatment groups: (1) control—received no listening instruction; (2) directed listening lesson—received brief introductory lessons covering skills of main idea, details, sequence, inference, and critical listening with no reinforcement activity; (3) multiple-choice reinforcement—received the listening lesson and content tapes followed by ten multiple-choice questions presented orally; (4) large group discussion reinforcement—received the listening lessons and tapes followed by teacher-led discussion; and (5) small group discussion reinforcement—received the listening lessons and tapes followed by student-led discussion with the class divided into three groups. In a twelve-week period, group 2 received 36 five-to-eight minute lessons while groups 3, 4, and 5 received 36 45-48 minute lessons. Reinforcement activities utilizing a combination of the language arts produced higher scores than those involving no instruction or less involvement, with group 5 treatment producing the highest listening scores. (Author/TO)

ED 074 471 CS 000 443

Herman, James Edward

The Effect of a Reading Improvement Program Upon Academic Achievement in College.

Pub Date 72

Note—101p.; Ph.D. Dissertation, The University of Connecticut

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-32,219, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *College Students, Reading Achievement, Reading Comprehension, *Reading Improvement, Reading

Instruction, Reading Programs, *Reading Skills, Reading Speed, *Study Skills

The purpose of this study was to determine what effects an intensive six-week college reading improvement program would have on students' reading rates, reading comprehension, and cumulative quality point ratio (CQPR) over a fourteen-month period of time. The population consisted of 40 matched pairs of undergraduate students at the University of Connecticut, randomly chosen from students who wished to enroll in the reading improvement program. The major techniques taught were: (1) SQ3R method study, (2) pre-reading, (3) marginal reading, (4) key-word reading, and (5) space reading. Classes met twice weekly for a total of 24 hours. Pre, post, and follow-up (fourteen months after the program) testing was conducted for reading comprehension and speed using the Nelson-Denny Reading Test. CQPRs for the two groups were compared for three semesters. The reading improvement program did significantly affect the reading comprehension, speed, and CQPR of college students over a fourteen-month period. Increases in reading skills were retained over time. Semester increases in CQPR noted for the experimental group suggest that these students earned substantially better grades than the controls each semester from the time they entered the program. (Author/TO)

ED 074 472

CS 000 448

Carver, Ronald P.

New Techniques for Measuring and Improving Reading Comprehension. Technical Report No. 1.

American Institutes for Research in the Behavioral Sciences, Silver Spring, Md.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—TR-1

Pub Date Feb 73

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cloze Procedure, *Computer Assisted Instruction, Content Reading, Objective Tests, Programed Instruction, *Reading Comprehension, *Reading Research, Reading Skills, *Reading Tests, Secondary School Students, *Testing

A standardized method has been developed which will convert prose training materials into a form which forces the trainees to read the material with at least a minimal level of comprehension. The materials, called programed prose materials, are developed in an objective manner amenable to computer production. Phase I of the project involved an extensive investigation of a new technique, the reading-storage test, for measuring the learning that occurs during reading. The results suggested that the completely objective reading-storage test provides a better measure of the primary effects of reading than its two closest rivals—the cloze test and the paraphrase test. In the Phase II experiment, programed prose was compared to regular prose under low and high motivation conditions. The programed prose facilitated learning under the low motivation condition and inhibited learning under the high motivation condition. Phases III and IV, to be conducted within the next year, will assess the effectiveness of programed prose of varying levels of material difficulty and will investigate the effectiveness of the method in a situation where it would be expected to be maximal. (Author/TO)

ED 074 473

CS 000 449

Bremmer, Barbara L.

Students Helping Students Program, 1971-72. Final Report.

Seattle Public Schools, Wash. Planning and Evaluation Dept.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

Pub Date Aug 72

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cross Age Teaching, *Elementary School Students, Grade 7, Grade 8, Language Instruction, Mathematics Instruction, Parent Participation, *Peer Teaching, *Reading Instruction, Student Attitudes, *Tutorial Programs, *Tutoring

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I

A tutorial program which used students as tutors was conducted in the Seattle Public Schools during the 1971-72 school year as part of an ESEA Title I project. Called "Students Helping Students," the program used 40 seventh and eighth graders as tutors in reading, mathematics, and language for about 80 first through fourth graders. Following a one-week training session, two or four older students were assigned to each participating elementary classroom, one or two each day on alternate days for one hour. Evaluation of the program was conducted in four ways: evaluation by the program staff on a day-to-day basis, teacher assessment of tutee progress, absenteeism count of the tutors, and an attitudinal survey of both the tutors and tutees at the beginning and end of the program, as well as a feedback survey of the elementary teachers involved. Results showed that almost half of the tutees showed greater academic progress with tutors than without; 60 percent of the tutors improved their attendance records; and there was no significant change in attitude of either tutors or tutees. Anecdotal reports of the student helpers, interview readouts by the tutors, research summaries and evaluation instruments, and the program coordinator's evaluation are included as appendices. (TO)

ED 074 474

CS 000 452

Cianciolo, Patricia Jean

Using Children's Literature in the Reading Program.

Pub Date May 73

Note—18p.; Paper presented at the Annual Meeting of the International Reading Assn. (18th, Denver, May 1-4, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Objectives, *Beginning Reading, *Childhood Interests, Child Language, Children, *Childrens Books, Cognitive Objectives, *Individualized Reading, *Literature, Poetry, Story Reading, Story Telling

This paper argues that the best way to teach reading to children is through literature that reflects children's own language and what they consider relevant. Only those materials written in a language very similar to that which the child hears and uses himself, the author argues, will serve as the best teaching devices. Since the language of literature, more than any other written language, contains the same patterns and behaves much the same as oral language, the teacher should begin reading instruction with stories based on actual experiences children have had and should encourage children to create stories from their own experiences. The author discusses a number of children's books which reflect children's interests and experiences. The author also argues that an individualized reading program can help to improve reading skills and to facilitate critical thinking ability, and she discusses various stories and poems that may help to accomplish these goals effectively and naturally. (Author/DI)

ED 074 475

CS 000 453

Landor, R. A.

Discourse: The Primary Language.

Pub Date [71]

Note—22p.; An unpublished study

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Books, Children, Composition (Literary), *Discourse Analysis, *Elementary Education, English, Humanities, Linguistics, Literary Discrimination, *Literature Appreciation, Poetry, Reading Achievement, Reading Improvement, Reading Instruction, *Reading Readiness, *Textbooks

This paper argues that the most appropriate books for elementary education are those that are the best that children can learn to read. The author suggests that many schools have problems teaching students to enjoy reading because the teachers too often attempt to teach from inferior school texts rather than from books that are worthy of study that is, books which are worth re-reading and which inspire reflective thought, within a course of study that should be enjoyable in itself. The author states that too often school textbooks cheapen and sully the students' learning, that only an education based on the great books provides the substance of a real education. Schoolbook culture, it is contended, offers no valid entry into the real world because it too often excludes the study of serious works of literary art. A genuine education would not only expose children at an early age to the great books

but it would also treat writing as an art rather than as a set of mechanical skills to be mastered. (Author/DI)

ED 074 476 CS 000 454

Holloway, Ruth Love

The Right to Read; General Plan of Action for School Based Right to Read Centers.

Office of Education (DHEW), Washington, D.C. Pub Date [72]

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Literacy, *Literacy, *Literacy Classes, Reading Diagnosis, *Reading Instruction, *Reading Programs, *Reading Skills

This study discusses the general plan of action for the United States Office of Education's program for school-based right to read centers. The major goal of the program is to increase functional literacy so that most citizens will be able to function as productive adults. This study describes the basic assumptions and objectives of the program, as well as the types of programs, types of sites, eligible applicants, application procedures, and funding. The study also describes the various roles played in the program by the Office of Education, state education agencies, technical assistance teams, unit task forces, regional offices, and local district administrative heads. Fourteen aspects of the program are described: planning steps, planning recycle schema chart, performance criteria, prior commitment, impact center concept, program content, diagnostic-prescriptive approach, dissemination of information, staff development, evaluation, parent participation, private sector, cost effectiveness, and review and monitoring. (Author/DI)

ED 074 477 CS 000 463

Kling, Martin

General Open Systems Theory and the Substrata-Factor Theory of Reading.

International Reading Association, Newark, Del. Pub Date 66

Note—45p.; Reprint from Highlights of the Pre-convention Institutes, 1965, Albert J. Kingston, Editor

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Models, *Reading, Reading Processes, *Systems Analysis, *Systems Approach, *Systems Concepts, Theories
Identifiers—Open Systems Theory, Substrata Factor Theory

This study was designed to extend the generality of the Substrata-Factor Theory by two methods of investigation: (1) theoretically, to establish the validity of the hypothesis that an isomorphic relationship exists between the Substrata-Factor Theory and the General Open Systems Theory, and (2) experimentally, to discover through a series of substrata analyses the patterns of interaction by which a set of subject matter areas mutually and reciprocally support each other. Eight postulates, fundamental to both the General Open Systems Theory and the Substrata-Factor Theory, were identified. It was concluded (1) that there was an isomorphic relationship between all postulates in the two theories; (2) that subject matter areas could be conceived of as suprasystems girded by diverse, yet fundamentally related, subsystems; (3) that working system hierarchies were found for each content area manifesting quantitative and qualitative differences in organization of substrata sequences, amount of variance called for, and redundancy of particular variables; (4) that reciprocal interaction could be inferred from and X on Y and Y on X regression analysis; and (5) that the proration sequential technique might provide a basis for determining the extent of a particular subsystem's impact on the suprasystem. Suggestions for further research and a bibliography are included. (This document previously announced as ED 024 546.) (JB)

ED 074 478 CS 000 471

Everitts, Eldonna L., Ed.

Aspects of Reading.

National Council of Teachers of English, Champaign, Ill.

Pub Date 70

Note—80p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 49753, \$1.65 non-members, \$1.50 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, *Critical Reading, Language, *Literature, *Periodicals, *Reading, *Reading Instruction

Thirteen articles previously published in "Elementary English" are reprinted in this monograph. The articles focus on a wide range of topics but are drawn together by their emphasis on the teaching of reading. The first group of articles concerns the organization and evaluation of reading instruction, the next group discusses the place of literature in reading programs, the third group relates language to reading, and the final article is an annotated bibliography on critical reading. (This document previously announced as ED 045 303.) (MS)

ED 074 479 CS 000 472

Leedy, Paul D., Ed.

College-Adult Reading Instruction. Perspectives in Reading, No. 1.

International Reading Association, Newark, Del.

Report No—IRA-PR-1

Pub Date 64

Note—158p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (\$3.50 non-member, \$3.00 member)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Reading Programs, Business Education, *Colleges, Developmental Reading, Elective Reading, Evaluation Techniques, Illiterate Adults, Reading Clinics, Reading Improvement, Reading Instruction, Reading Materials, *Reading Research, Remedial Reading Programs, Speed Reading

Papers dealing with topics relating to college and adult reading instruction and discussions of these papers by reading authorities who offer differing viewpoints are presented. Subjects treated include humanistic aspects of reading; materials and methods in use; current and future programs; programs operated by business and industry; illiteracy; evaluation methods; clinical techniques involving readiness, personality factors, motivation, interest, physical factors, and mental characteristics of college students; and a summary and evaluation of pertinent research at the college and adult level. Subject bibliographies are included. (This document previously announced as ED 024 557.) (JB)

ED 074 480 CS 000 474

Green, Richard T., Comp.

Comprehension in Reading. An Annotated Bibliography.

International Reading Association, Newark, Del.

Pub Date 71

Note—23p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (\$0.75 non-member, \$0.50 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Cloze Procedure, Cognitive Processes, *Comprehension, Creative Reading, *Critical Reading, Language Ability, Readability, *Reading Comprehension, Reading Processes, Reading Research, Reading Skills, Thought Processes

The fact that comprehension is a topic that ranges across many fields is shown by the variety of subjects and areas that are considered in this bibliography. Entries are arranged under the following eight sections: Cloze, Critical Reading and Creativity, Factors, Language, Readability, Skills, Theory, and Thinking. A few of the many articles published on the cloze technique, which now has a variety of applications in testing, in teaching, with the spoken word, and in linguistics among other fields, are referenced. The relatively vast literature on critical reading and creative reading is selectively sampled. The section on factors includes references to such factors as word analysis skills, interest, rate time intervals, materials, and evaluation and their relationship to comprehension. The depths of reading comprehension are explored and probed in the references contained under the section entitled Theory. Some of the references cited in the section Thinking deal with concept attainment, cognitive functioning, and problem solving as they are related to reading comprehension. References to listening comprehension are excluded because of extensive bibliographies already published. (This document previously announced as ED 049 897.) (Author/DH)

ED 074 481 CS 000 475

Berger, Allen

Speed Reading. An Annotated Bibliography.

International Reading Association, Newark, Del. Pub Date 70

Note—43p.; Revised

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (\$0.75 non-member, \$0.50 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Information Processing, Measurement, Operant Conditioning, Pacing, Perception, *Reading Research, *Reading Speed, Sex Differences, *Speed Reading, Study Skills, Tachistoscopes

Approximately 150 references to speed reading published during the past 40 years, including 50 new entries, are included in this revised annotated bibliography. The new entries relate mainly to research but also include some references to theoretical discussions. The references are grouped into the categories of tachistoscopic and controlled pacing, paperback scanning, retention of gains, flexibility, perception, processing information, studying, conditioning, sex differences, and measurement. With each category is a brief evaluation of the significant trends in that area and a recommendation of particularly noteworthy studies, after which the main body of listings appear in alphabetical order according to the author's last name. References to other related bibliographies and pertinent research summaries are also included. (This document previously announced as ED 046 624.) (DE)

ED 074 482 CS 000 480

Viox, Ruth G.

Evaluating Reading and Study Skills in the Secondary Classroom. A Guide for Content Teachers Reading Aids Series.

International Reading Association, Newark, Del.

Pub Date 68

Note—62p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (\$2.00 non-member, \$1.75 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Content Reading, *Evaluation Methods, *Evaluation Techniques, Informal Reading Inventory, Reading Diagnosis, Reading Skills, *Reading Tests, *Secondary Education, Standardized Tests, Study Habits, Testing

Suggestions are made for evaluating reading and study skills in secondary school content subjects. Evaluation procedures include (1) standardized reading tests, (2) teacher-made informal reading tests, (3) inventories of reading and study skills, (4) interest inventories, and (5) teacher observations. Suggestions are made and samples are shown for the development of informal reading tests and inventories in content subjects. Uses of classroom evaluation results are described for lesson planning, student motivation, student understanding, intrafaculty consultation, and teaching techniques for use with students who cannot read the textbook. References are included. (This document previously announced as ED 027 158.) (JB)

ED 074 483 CS 000 483

Figurel, J. Allen, Ed.

Reading Goals for the Disadvantaged.

International Reading Association, Newark, Del.

Pub Date 70

Note—345p.

Available from—International Reading Association, 6 Tyre Ave., Newark, Delaware 19711 (\$6.50 non-member, \$3.75 member)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Adult Education, Adult Reading Programs, Bilingual Students, *Conference Reports, *Disadvantaged Youth, Educationally Disadvantaged, Educational Programs, *Language Development, *Reading Instruction, *Reading Programs, Rural Education, Urban Education

The International Reading Association conference papers selected for this publication focus on the problems of teaching reading to the disadvantaged. The learner's background in language and experience, the teacher's goals and measures of potential and achievement, and the school's adjustment of program and instruction are all factors that affect successful learning for disadvantaged students and are represented in the publication. The selected papers are divided into five categories: general considerations, urban classroom applications, some rural applications, problems of bilingual children, and basic adult education. (This document previously announced as ED 043 457.) (Author/NH)

ED 074 484 24 CS 000 491

Thompson, Charles P.

A Study of Retention of Verbal Material. Final Report.

Kansas State Univ., Manhattan. Dept. of Psychology.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-0-0702

Pub Date Jan 73

Grant—OEG-6-70-0026(508)

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Processes, Learning, *Learning Characteristics, Learning Processes, Memorizing, *Memory, *Reading Research, Recall (Psychological), *Retention Studies, Verbal Learning, Word Recognition

This research project investigated some of the characteristics of primary and secondary memory. In the primary research, subjects were given a list of words followed by an interpolated task. The data of interest were the recall for terminal items in the list. Using this procedure, the researchers have demonstrated negative recency in initial recall and have provided evidence that this effect is attributable to store-specific interference in primary memory. They have also demonstrated that this effect is a necessary consequence of the procedure rather than the result of a strategy on the part of the subject. In the secondary memory research, interest was focused on procedures in which subjects learned categorized lists. It was demonstrated that subjects learned how to cluster over successive lists and that this effect probably resulted from an increase in the post-item latency used as a criterion to exit a category and search another during recall. It has also been demonstrated that ability to recall is correlated with amount of clustering. Another set of results came from experiments demonstrating that repeated-category interference can be eliminated through the use of subcategorization or adjectival modification. (WR)

ED 074 485 24 CS 000 492

Shuell, Thomas J.

Individual Differences in Learning and Retention. Final Report.

State Univ. of New York, Buffalo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-0-0341

Pub Date Jul 72

Grant—OEG-2-70-0023(509)

Note—176p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Cognitive Processes, *Grade 5, *Individual Differences, Learning, Learning Characteristics, Learning Processes, Reading, Reading Processes, *Reading Research, Reading Skills, *Retention Studies, Word Recognition

In this investigation of potential sources of individual differences in free-recall learning and retention by children, learning ability is defined in terms of performance on a free-recall test with the upper and lower thirds of the distribution typically being defined as fast and slow learners. Variables concerned with short-term memory, presentation rate, study time, distribution of practice, transfer of conceptual schemes, and instruction regarding potential sources of organization in the materials to be learned were investigated. Learning ability was found to be unrelated to short-term memory, although fast learners had a higher probability of recalling a word on the trial immediately following the trial on which it was first recalled, and they recalled more of the words in the pool to be learned than did slow learners; these findings were suggested to be reflections of individual differences in encoding processes. The use of the same or a somewhat different conceptual scheme in the learning of two successive lists appeared to have differential transfer effects for fast and slow learners. Also, pointing out potentially useful bases of organization in the material to be learned seemed to have differential transfer effects for fast and slow learners. (Author/WR)

ED 074 486 24 CS 200 271

Kranjik, Margery A.

The Construction and Evaluation of Two Methods of Listening Skills Instruction and Their Effect on Listening Comprehension of Children in Grade 1.

Pub Date 72

Note—148p.; Ed.D. Dissertation, Boston University School of Education

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-25,446, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Elementary Education, *Grade 1, *Instruction, Listening Comprehension, *Listening Groups, *Listening Skills, Listening Tests, Reading Skills, *Tape Recordings

This study constructed and evaluated a program of listening skill activities for first grade children who had not yet developed skill in reading. The skills included were: (1) following directions, (2) listening for the main idea, and (3) listening for details. Three groups were tested: an experimental group taught by teachers; an experimental group taught by tape-recorded instruction; and a control group which had no formal listening skills instruction. An analysis of data, with mental age listening pretest as covariates, indicated (1) a significant difference in adjusted posttest means between the two experimental groups and the control group; and (2) no significant difference in adjusted listening posttest means between the two experimental groups. It was concluded that listening could be taught to first graders who had as yet no skill in reading, but that taped instruction was not more effective than instruction by teachers. (Author/DI)

ED 074 487 CS 200 357

The English Language Arts and Basic Skills Program of the Bellevue Public Schools. Elementary Level.

Bellevue Public Schools, Wash.

Pub Date Oct 72

Note—418p.; Draft 2

Available from—Bellevue Public Schools, District 405, 310 102nd Avenue, NE, Bellevue, Washington 98004 (\$5.00)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Affective Objectives, Cognitive Objectives, *Composition Skills (Literary), Creative Writing, *Curriculum Guides, Elementary Education, *Elementary School Curriculum, English, *Language Arts, Language Skills, *Literature, Literature Appreciation, Speech, Values, Vocabulary

This curriculum guide discusses an English language arts and basic skills program for the elementary school grades. The program is designed to reflect the learner's point of view. The authors argue that education is not so much a matter of objectives or subject content as it is a matter of what happens to the student. Accordingly, this guide discusses teaching methods and activities that reflect what happens to students when they use language. The guide begins by discussing assumptions and expectations of the program. It then describes activities that reflect stages of a language cycle beginning when we become aware that a speaker or writer has said something to us. These stages, the major divisions of the guide, are identified as (1) "the way others say things are," (2) "the way I say things are," (3) "the way I say things might be," (4) "the way I say things should be," and (5) "the way I say I am." The guide also includes a discussion of basic skills for the writing program and supplementary material (teaching suggestions for "Magic Moments," notes on improvisation, creative writing—newspaper) that may be used with the guide. [See related documents CS 200 358, CS 200 359.] (Author/DI)

ED 074 488 CS 200 358

The English Language Arts and Basic Skills Program of the Bellevue Public Schools. Junior High Level.

Bellevue Public Schools, Wash.

Pub Date Oct 72

Note—457p.; Draft 2

Available from—Bellevue Public Schools, District 405, 310 102nd Avenue, NE, Bellevue, Washington 98004 (\$5.00)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Affective Objectives, Cognitive Objectives, *Composition Skills (Literary), Creative Writing, *Curriculum Guides, English, *Junior High Schools, *Language Arts, Language Skills, *Literature, Literature Appreciation, Secondary Education, Speech, Values, Vocabulary

This curriculum guide discusses an English language arts and basic skills program for the junior

high school level. The program is designed to reflect the learner's point of view. The authors argue that education is not so much a matter of objectives or subject content as it is a matter of what happens to the student. Accordingly, this guide discusses teaching methods and activities that reflect what happens to students when they use language. The guide begins by discussing assumptions and expectations of the program. It then describes activities that reflect stages of a language cycle beginning when we become aware that a speaker or writer has said something to us. These stages, the major divisions of the guide, are identified as (1) "the way others say things are," (2) "the way I say things are," (3) "the way I say things might be," (4) "the way I say things should be," and (5) "the way I say I am." The guide also includes a discussion of basic skills for the writing program and supplementary material (list of response techniques, communication skills for career education, teacher reference guide, John Hersey's "Hiroshima," creative writing—newspaper, notes on improvisation), that may be used with the guide. [See CS 200 357 and CS 200 359 for related documents.] (Author/DI)

ED 074 489 CS 200 359

The English Language Arts and Basic Skills Program of the Bellevue Public Schools. Senior High Level.

Bellevue Public Schools, Wash.

Pub Date Oct 72

Note—451p.; Draft 2

Available from—Bellevue Public Schools, District 405, 310 102nd Avenue, NE, Bellevue, Washington 98004 (\$5.00)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Affective Objectives, Cognitive Objectives, *Composition Skills (Literary), Creative Writing, *Curriculum Guides, English, *Language Arts, Language Skills, *Literature, Literature Appreciation, Secondary Education, *Senior High Schools, Speech, Values, Vocabulary

This curriculum guide discusses an English language arts and basic skills program for the senior high school level. The program is designed to reflect the learner's point of view. The authors argue that education is not so much a matter of objectives or subject content as it is a matter of what happens to the student. Accordingly, this guide discusses teaching methods and activities that reflect what happens to students when they use language. The guide begins by discussing assumptions and expectations of the program. It then describes activities that reflect stages of a language cycle beginning when we become aware that a speaker or writer has said something to us. These stages, the major divisions of the guide, are identified as (1) "the way others say things are," (2) "the way I say things are," (3) "the way I say things might be," (4) "the way I say things should be," and (5) "the way I say I am." The guide also includes a discussion of basic skills for the writing program and supplementary material (a black literature model, children's literature resources and activities, notes on improvisation, choices for story endings, and the language of song), that may be used with the guide. [See CS 200 357 and CS 200 358 for related documents.] (Author/DI)

ED 074 490 CS 200 360

Zwicker, Lucille And Others

English Department Midi Course Curriculum for Juniors and Seniors at Norton High School.

Norton Public Schools, Mass.

Pub Date Sep 72

Note—132p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Guides, Dramatics, Educational Innovation, *Elective Subjects, *English Curriculum, Grade 11, Grade 12, Literary Analysis, *Secondary Education, *Short Courses

This curriculum guide presents syllabi for seventeen ten-week "midi-courses" for juniors and seniors in high school. For each course, the syllabi contain a course description, goals, subject matter, materials, an annotated list of audio-visual aids, a list of behavioral objectives, some suggested activities, a glossary of terms, and a selection of books for supplementary reading. Among the courses included in this guide are "Television Production," "Drama Workshop," "Hemingway: Man and Myth," "Afro-American Literature," "Satire—Past and Present,"

"Psychology in Literature," "Film Appreciation: Camera KnowHow," "Rock Poetry," "The Bible as Literature," and "Language Review: Skills in Writing and Speaking." The rationale for the mid-course program is based on the belief that the program helps to make English relevant, creative, and intellectually inspiring. The courses are to be evaluated by the instructor, on a daily basis, and by the student. A student evaluation form is included. (DD)

ED 074 491 CS 200 362

Mizener, Arthur, Ed.
Teaching Shakespeare.
Pub Date May 69
Note—352p.

Available from—New American Library, Inc., 1301 Avenue of the Americas, New York, N.Y. 10019 (\$1.95)

Document Not Available from EDRS.

Descriptors—Comedy, *Drama, *English Literature, History, *Literary Analysis, Literature Appreciation, Literature Guides, Renaissance Literature, *Secondary Education, *Teaching Guides, Tragedy

Identifiers—*Shakespeare (William)

This book, which is most suitable for high school or junior college teachers, is a guide to the teaching of twelve of Shakespeare's plays. For each play the authors include an opening essay about the general character of the play, its main theme, and the dramatic design expressing this theme. A detailed discussion of the dramatic action follows, representing as closely as possible the actual suggested teaching of the play. Also included are several sets of short-answer questions for discussions, quizzes, essay assignments, and tests, together with suggestions on how these questions can be selected and arranged to make examinations. A sample test is provided with each play. Line references to the plays are to the Signet Classic Shakespeare series. (Author/DI)

ED 074 492 CS 200 363

Hunter, Howard, Ed.
Humanities, Religion, and the Arts Tomorrow.
Pub Date 72
Note—247p.

Available from—Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, N.Y. 10017 (\$9.00)

Document Not Available from EDRS.

Descriptors—*Art, *Cultural Education, Drama, Films, *Humanities, *Interdisciplinary Approach, Liberal Arts, Literature, Painting, Poetry, *Religion, Western Civilization

Intended as a basic resource in new primary sources for interdisciplinary studies, this book consists of twelve essays on contemporary culture, religion, and the arts. The authors, specialists in the humanities, are concerned with interdisciplinary investigation, including such issues as determining methods of study, methods of validating claims to truth, and the images of "authentic man, his place, and his destiny." The articles are: "Religion and the Arts Tomorrow," "The Virgin and the Dynamo Revisited," "Criticism and the Religious Horizon," "Literature and Religion," "The Twilight of Drama: From Ego to Myth," "Images of the Life of Man in a Sample of Poems," "Painting as Theological Thought," "Picasso's 'Crucifixion,'" "Images of Significance in the Cinema," "Emerging Images in Teaching Religion and the Arts," "Mona Lisa and Melchizedek," and "Jerusalem's Wall and Other Perimeters." (Author/DI)

ED 074 493 CS 200 364

Searle, Chris
The Forsaken Lover: White Words and Black People.
Pub Date 72
Note—108p.

Available from—Routledge & Kegan Paul Ltd., 9 Park Street, Boston, Mass. 02108 (\$5.00)

Document Not Available from EDRS.

Descriptors—Black Power, Cultural Awareness, Cultural Context, Educational Practice, Negro Culture, *Negro Dialects, Negro Education, *Negro Literature, *Negro Role, *Race Relations, Racial Discrimination, *Self Concept, Self Esteem

Identifiers—West Indies

Drawing upon his own experience as an English Teacher in a secondary school in Tobago (the Caribbean), the author focuses upon the deep problems of identity encountered by black people

having to use the white man's language. In using the white man's language, the black is denied his true autonomy and through his educational process within a white cultural context is made to believe that to succeed, the black must become as white as possible. Through the use of the children's own writing—poetry, prose, drama—and by referring to their words, the author urges the need for change in policies and attitudes of language and education. The protective response of some children who write "Black is Beautiful" across the cover of their English literature exercise books is, according to the author, plainly the most apt and hopeful comment the black can make in our present educational context. (HS)

ED 074 494 CS 200 365

Hipple, Theodore W.

Readings for Teaching English in Secondary Schools.

Pub Date 73

Note—464p.

Available from—The Macmillan Company, 866 Third Avenue, New York, N.Y. 10022 (\$5.50 paper)

Document Not Available from EDRS.

Descriptors—Composition (Literary), Educational Practice, Educational Theories, *English, *English Curriculum, English Programs, Grammar, Language Arts, *Literature, *Secondary Education, Speech, *Teaching

This book of essays addressed primarily to high school English teachers, includes articles about both theories and practices of teaching English. Section one has general articles about teaching English, dealing with (1) such questions as "What is English?"; (2) specific problem areas such as accountability, behavioral objectives, and ability grouping; and (3) practical selections cutting across the component parts of English. Section two is on literature teaching—its goals, directions, methods, and relevance to students. Media study is the focus of section three, and section four discusses both the theoretical and practical aspects of composition, including students' evaluation of their own writing. Language is the subject of section five, which includes articles about the new grammars, semantics, and the problems raised by students using nonstandard English. Section six explores oral work and how it can be integrated into the English program. The editor has chosen articles from 25 different journals, quite a number of which, he determined from a survey, had "a distressingly small readership." (Author/DI)

ED 074 495 CS 200 366

Hopkins, Lee Bennett

Pass the Poetry, Please! Using Poetry in Pre-Kindergarten-Six Classrooms.

Pub Date 72

Note—199p.

Available from—Citation Press, Scholastic Book Services, 50 West 44th Street, New York, N.Y. 10036 (\$2.65)

Document Not Available from EDRS.

Descriptors—Childhood Attitudes, Children, *Childrens Books, *Creative Writing, *Elementary Education, English, *Literature Appreciation, *Poetry, Preschool Education, Primary Grades

This book describes methods by which a teacher may introduce children to the appreciation and creation of poetry. The writer is a children's poet, an elementary school teacher, and an anthologist. The book begins with a chapter discussing what poetry is and what kinds of poetry appeal to children. Subsequent chapters discuss (1) poets likely to appeal to primary and middle grade students (2) ways to stimulate children to write poetry, (3) themes for poetry programs, (4) poetry reflecting contemporary trends, and (5) poetry in media. There are three appendixes: (1) a selective list of poems available in paperback books, (2) a selected list of outstanding volumes of poetry written by children for children, and (3) a list of sources of educational materials. The book also includes author and title indexes to the poems cited in the text. (Author/DI)

ED 074 496 CS 200 372

Ross, Angus, Ed.

English: An Outline for the Intending Student.

Pub Date Jan 72

Note—179p.

Available from—Routledge and Kegan Paul, 9 Park Street, Boston, Mass. 02108 (\$5.00 cloth, \$2.15 paper)

Document Not Available from EDRS.

Descriptors—American Literature, *English Literature, *Graduate Study, Language, Literary Criticism, Psychology, *Undergraduate Study, Universities, Western Civilization

Identifiers—*Great Britain

The purpose of this collection of essays is to inform students intending to study English at British Universities of the choices of institutions and kinds of courses available to them. The introductory essay explores the nature of some of the course choices available and discusses why courses take the form they do. The body of the book consists of seven essays covering different kinds of English studies: (1) "The Discipline of Literary Criticism," (2) "The Historical Study of English Literature," (3) "English Studies and European Culture," (4) "The Study of the English Language," (5) "Literature in English in Overseas Societies," (6) "The Place of American Literature," and (7) "Literature and Psychology." There are three appendixes, dealing with (1) undergraduate courses in English studies at British universities, (2) degree courses in institutions other than universities, and (3) postgraduate studies in English in British universities. A bibliography is also included. (Author/DI)

ED 074 497 CS 200 373

Burke, Kenneth

Dramatism and Development.

Pub Date 72

Note—62p.

Available from—Barre Publishing Company, South Street, Barre, Mass. 01005 (\$5.95)

Document Not Available from EDRS.

Descriptors—Acting, Audiences, *Behavior, Biology, *Drama, English, Humanism, Irony, *Language Arts, Literature, *Psychology, Technology, Tragedy

This book contains two lectures delivered in the Heinz Wiener Lecture Series: "Biology, Psychology, Words" and "Archetype and Entelechy." The first lecture summarizes some of the central concepts of the author's thought, beginning with the proposition that "dramatic terms" can be directly applied to the study of behavior because people literally do "act." Other topics discussed are the social role of tragedy, audience psychology, irony, concepts of biological determinism versus those of freedom, and various components of "dramatic" theory. The second lecture discusses the concepts of archetype and entelechy as they relate to the Oedipus Complex, and the essay also explores the ways in which words affect our observations and actions. The final topic of concern is the confrontation between humanism and "technologism." Three brief appendixes, serving as explanatory notes to some of the concepts in the lectures, are included. (Author/DI)

ED 074 498 CS 200 374

Fraser, Lawrence T.

Learning, Organization, and the Integration of Written Prose.

Pub Date Mar 73

Note—26p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Language Patterns, *Learning Activities, Learning Processes, Learning Theories, *Paragraphs, *Prose, Sentences, *Sentence Structure, Syntax

This study investigated subjects' ability to combine and organize information from different sentences, as well as their ability to retain that information. Ninety-six college undergraduates were given three trials to learn the characteristics of ships from a text. Attributes of each ship were clustered together (name organization), or sentences describing one attribute for all ships (e.g., their speeds) were clustered together (attribute organization). It was found that organization affected (1) level of recall, (2) subjective organization of recall, and (3) apprehension of certain relationships. Subjects tested for attribute organization, who had errorless recall, had difficulty answering questions that required combining information about each ship. Attribute organization produced the lowest free recall and caused subjects to impose a new order on sentences within

clusters. The position of names and attributes was varied in the text sentences and learning objectives given to subjects. It was also found that the number of sentences incorrectly recalled increased if position was in some way incompatible with text organization. (Author/DI)

ED 074 499 CS 200 377

Wilson, Garff B.

Three Hundred Years of American Drama and Theatre: From "Ye Bear and Ye Cubb" to "Hair".

Pub Date 73

Note—536p.

Available from—Prentice Hall, Inc., Englewood Cliffs, N.J. 07632 (\$11.95)

Document Not Available from EDRS.

Descriptors—Cultural Background, *Drama, *Dramatics, *Literature, Nineteenth Century Literature, Social Characteristics, Theater Arts, *Theaters, Twentieth Century Literature, *United States History

Identifiers—*Theatrical History (United States)

This book presents a history of American drama and theatre from 1665 to the present. The book is primarily intended for the general reader and beginning student. The author combines the history of both drama and theatre, arguing that since they are complementary activities it is artificial to separate them. While the basic organization of the text is chronological, the author has divided theatrical history into large units of time and then organized the material into separate topics. For example, the first quarter of the nineteenth century has been organized under such topics as playwriting, acting styles, playhouses and stagecraft, and problems of management. To achieve a broad cultural context, the author also relates theatrical history to the social and political developments of each period. The book includes numerous illustrations and photographs, and a bibliography. (Author/DI)

ED 074 500 CS 200 378

Curtis, Ron

Project Media Now—A Bold Look at New Curriculum.

Pub Date Nov 72

Note—7p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (62nd, Minneapolis, November 23-25, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, Curriculum Evaluation, *Elementary Education, Films, Film Study, Individualized Instruction, *Mass Media, Radio, *Secondary Education, *Teacher Education, Television

This paper discusses a media study project in the elementary and secondary schools of Iowa. The project developed a media study for secondary students and a college companion (or adopter) course to prepare teachers in this new curriculum. The project employed behavioral science techniques and individualized instruction for both courses. The objectives of the student course included eight modules devoted to study in the production, aesthetics, interpretation, hardware, genres, evaluation, presentation, and language of the various media. The adopter course, a self-instructional course teaching media with media, was intended to facilitate the adoption of the student course; the course includes study of film, radio, and television. The paper also discusses methods for evaluating student performance, including standardized tests, original instrument design, and measurements of attitudes toward the various media. (Author/DI)

ED 074 501 CS 200 379

Meeks, Elizabeth

Introducing Literature of the Minorities.

Pub Date Nov 72

Note—12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (62nd, Minneapolis, Minnesota, November 23-25, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Literature, College Instruction, *Cultural Education, English Instruction, Fiction, Literary Criticism, *Minority Groups, Negro Literature, *Novels, Secondary Education, Social Relations, *Thematic Approach

This paper discusses a thematic approach to introduce high school or college students to fiction

that deals with minority groups. The author discusses how this thematic arrangement of novels may be a useful method for organizing a study of minority groups as represented in major works of American fiction. She discusses the initiation motif as a suggested frame of reference for this study, devoting the major portion of her paper to a discussion of how William Faulkner's "Go Down, Moses" and Ralph Ellison's "Invisible Man" can be used to illustrate this theme as it relates to racial interaction in American society. The author also suggests some other American novels dealing with minority groups that can be taught in thematic units. These include "The Adventures of Augie March" by Saul Bellow, "The Learning Tree" by Gordon Parks, and "Pocho" by Jose Villareal, and other novels which suggest the value fiction can have in presenting complex social problems in subtle and vivid ways. (DI)

ED 074 502 CS 200 380

Montare, Alberto Boone, Sherie

Language and Aggression: An Exploratory Study Amongst Black and Puerto Rican Youth.

Pub Date Mar 73

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aggression, Communication Skills, Grade 5, Grade 6, Hostility, *Language Proficiency, *Males, *Negroes, *Puerto Ricans, Verbal Ability

This study investigated the hypothesis that high level language proficiency is associated with low observable aggression and low language proficiency is associated with high aggression. Sixteen black and eight Puerto Rican male fifth graders were the subjects of a test of this hypothesis. Four variables were examined: language proficiency, physical aggression, verbal aggression, and total aggression. Conclusions indicated that (1) Puerto Rican subjects had significantly lower scores than black subjects on total language proficiency, and (2) both verbal and total aggression results for the Puerto Rican group were significantly greater than those for the blacks. (The physical aggression scores for the Puerto Ricans were also higher than those for the blacks, but not significantly.) The authors state that the findings were limited by the size of the sample, the fact that females were present (as observers) in one group, and the fact that the results relate only to proficiency in Standard English as measured by one test. The authors suggest that their study may substantiate the idea that disruptive classroom aggression can be reduced by improving language proficiency. (Author/DI)

ED 074 503 CS 200 381

Curriculum Guide for Exceptional Learners, English-Reading: 7-8.

Williamsport Area School District, Pa.

Pub Date 72

Note—112p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Comprehension Development, *Curriculum Guides, Dramatics, *English, *Grade 7, *Grade 8, Individualized Instruction, Language Arts, Listening Skills, Mass Media, Music, Oral Reading, *Reading Skills, Role Playing, Speech, Student Interests, Word Recognition

This curriculum guide is designed to help teachers plan a course of individualized instruction in language arts skills for seventh and eighth grade below-average learners. The guide includes a list of teacher objectives, a list of student objectives, a description of three diagnostic tests in reading and listening skills, and some examples of student interest inventories. The major section of the guide provides teaching objectives and strategies in perceptual motor skills, word identification skills, comprehension skills, and oral reading skills. An appendix describes supplementary activities for "Making English Live," for developing listening skills, and for role playing and dramatic activities. Four suggested units of study (in pop music, folklore, speech, and mass media) are also described in the appendix. A bibliography is included. (Author/DI)

ED 074 504 CS 200 382

Slotnick, Henry Barry

An Examination of the Computer Grading of Essays.

Pub Date 71

Note—192p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-7066, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—College Teachers, *Composition (Literary), *Computers, *English, *Grade 12, Grade Prediction, *Grading, Measurement, Secondary School Teachers

A set of 476 essays written by senior high school students was graded by two sets of four judges each, representing high school English teachers and freshmen rhetoric instructors, respectively. The results of the grading were analyzed to determine the differences, if any, which existed in the scores given by the two groups. The papers were examined by a computer using 46 measures, and these measurements were then used in two distinct statistical procedures to determine their utility in predicting human quality judgments. Only 326 of the essays were used in the two strategies; the remaining essays were used to cross-validate the strategies. Verbal descriptions of several aspects of quality were collected and summarized. The summaries then provided explanations of how the computer's measurements predicted quality. Further, the grading behaviors of the judges were documented as a function of time. (Author/DI)

ED 074 505 CS 200 383

Garman, Noreen Bonk

A Study of Clinical Supervision as a Resource for College Teachers of English.

Pub Date 71

Note—170p.; Ph.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-16,137, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*College Teachers, English, *English Instruction, Graduate Students, *Teacher Education, Teacher Evaluation, *Teacher Supervision, *Teaching Assistants, Teaching Skills

The role of the clinical supervisor as a resource to college English teachers is examined in this study through an investigation of the influence of an experimental and a modified experimental training program on two groups of teaching assistants. The experimental program for five TA's in Group A was a teaching seminar and supervision for a trimester. The modified program for five TA's in Group B was a teaching seminar without supervision. It was found that in Group A four TA's were able to design instructional changes but were unsatisfied with their evaluation skills. In Group B one TA made instructional changes, but the other TA's, while becoming aware of new skills, were unable to implement them. During the study the investigator developed a program of resource supervision based on the needs of Group A. A description of the clinical supervision model and a list of the clinical supervisor's competencies were presented, along with the concept of resource supervision and the competencies of the resource supervisor. (Author/DI)

ED 074 506 CS 200 384

Green, Harris Reed

Maximizing Use of Community Resources in the Teaching of English: A Survey of Professional Opinion.

Pub Date 71

Note—116p.; Ed.D. Dissertation, The University of Florida

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-15,684, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Community Cooperation, Community Involvement, Community Programs, *Community Schools, English Education, *English Instruction, *Secondary Education, Student Motivation, Student School Relationship

This study surveyed high school English teachers, supervisors of English, and English Education professors in Florida as to the "feasibility" of community oriented English instruction. The model for this curriculum was the Parkway Program of Philadelphia, where students take courses from business and professional people. The results show that all groups surveyed think this instruction is practicable and that the communi-

ties would respond favorably to the program. The respondents felt, however, that the use of community resources could become just another educational technique and the participating citizenry just a commodity to be used by educators. The author argues that this apparent disparagement of the lay citizenry as fellow educators should be reconsidered and that cooperation should be promoted by having students be responsible for maintaining a liaison between the community and the school. The teacher's role would be that of a "midwife." Recommendations are made for further study. (Author/DI)

ED 074 507 CS 200 385
Price, Alice Hayes
A Description of a Changing High School English Department.

Pub Date 71
Note—380p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-12,344, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.
Descriptors—Accreditation (Institutions), *Administration, *Educational Innovation, English Curriculum, *English Departments, *Evaluation, *Secondary Education, Supervisory Activities

This study describes professional and curricular innovations in a traditional high school English department within one academic year, resulting from a self-evaluation prepared for the regional accrediting association. The study provides an overview of the school's community, a description of the faculty and student body, and a portrait of the English department, followed by the department's own analysis of its strengths and weaknesses. The author suggests two essential considerations for any department desiring change: (1) the personnel involved must have current, theoretical knowledge upon which to base their innovations, and (2) the personnel need flexible programs so they will have time to correct existing problems. The author concludes that self-evaluation for the regional accrediting association provides the ideal climate for effecting needed change in a department. (Author/DI)

ED 074 508 CS 200 386
Rowell, Charles Henry

Afro-American Literary Bibliographies: An Annotated List of Bibliographical Guides for the Study of Afro-American Literature, Folklore and Related Areas.

Pub Date 72
Note—220p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-27,095, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.
Descriptors—*African American Studies, American Culture, *American Literature, *Annotated Bibliographies, *Bibliographies, Folk Culture, *Folklore Books, Journalism, Literature, Music, Negroes

This dissertation is an annotated bibliographical guide to published and unpublished bibliographies of primary and secondary materials useful in the study of Afro-American literature, folklore, and allied fields. The published bibliographies listed include those devoted to particular literary genres, individual authors, specific subjects, and instructional materials, and general bibliographies covering all of Black Studies. Some of the bibliographies were parts of other works—studies, anthologies, and collections. Some of the sources are bio-bibliographical sketches of writers, bibliographic essays, and essays mentioning or discussing sources not listed in other bibliographies. Also included are serial bibliographies, periodicals publishing reviews or listings of new books, guides to theses and dissertations, and catalogs and guides to special library collections and archives. Most of the unpublished bibliographies included are found in theses or dissertations containing or devoted to bibliographies. The major sections of the compilation are: (1) Literature, (2) Folklore and Music (including discographies), (3) Journalism, and (4) Selected Background Sources—each containing cross references to various entries. (Author/DI)

ED 074 509 CS 200 405
Language Arts; A Curriculum Guide, Levels: Kindergarten through Twelve.

Clark County School District, Las Vegas, Nev.
Pub Date 71

Note—420p.
Available from—Dept. of Instructional Services, Clark County School District, 2832 East Flamingo Rd., Las Vegas, Nev. 89109 (\$6.00, make check payable to Clark County School District)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Critical Thinking, *Curriculum Guides, *Elementary Education, Imagination, Language, *Language Arts, Listening, Mass Media, Reading, *Secondary Education, Speech, Spelling, *Student Centered Curriculum, Writing

This curriculum guide in language arts for kindergarten through twelfth grade emphasizes a flexible student-centered curriculum concentrating on developing a student's ability to find out information for himself in an atmosphere of responsible freedom. To facilitate this approach to learning, the guide is not organized into traditional subject matter divisions, nor is it arranged by grade levels. Rather the guide contains ten subject matter "strands": language, listening, speaking, literature, critical thinking, reading, writing, media, spelling, and imagination. The authors suggest two methods for using the guide. In the first method the teacher finds an objective he thinks will challenge his students and then works forward in the guide as far as his students are capable of going. Each strand is subdivided according to a particular division of the subject and contains an objective to be learned and suggested procedures for accomplishing that objective. In the second suggested method for using the guide, the teacher selects a particular subject matter and uses only those parts of the guide containing material on that subject. The guide also includes three model lessons, an index, a glossary, and a list of multi-media resources. (Author/DI)

ED 074 510 CS 200 413
Ross, Ramon R.

Storyteller.

Pub Date 72

Note—255p.

Available from—Charles E. Merrill Publishing Co., A Bell & Howell Company, Columbus, Ohio 43216 (\$2.95) paper

Document Not Available from EDRS.

Descriptors—*Audience Participation, *Creative Activities, Cultural Education, Dance, Drama, Folk Culture, Games, *Language Arts, Literature, Poetry, Puppetry, *Recreational Activities, Speech, *Story Telling

This book discusses ways in which a story teller may plan and prepare an activity and present it to a group. The book may be useful to teachers, recreation workers, parents, volunteer workers—anyone engaged in the participating arts. The author discusses stories, poems, games, and dances and offers suggestions for reading aloud, choral reading, puppetry, storytelling, flannel board stories, folk dances, and games. The book also discusses effective voice use, the psychology of participation, and feedback techniques which may be used for analyzing and changing one's behavior as a folk artist. Examples of materials within each of these participating activities are included, together with bibliographies listing additional materials. Numerous illustrations are included. (Author/DI)

ED 074 511 CS 200 414
Gazzetta, Vincent C.

New York State and Certification by Competency.

Pub Date Nov 72

Note—11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (62nd, Minneapolis, November 23-25, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Credentials, *Performance Based Teacher Education, *Teacher Certification, *Teacher Education, *Teacher Evaluation, *Teacher Improvement

This paper argues that the present system of teacher certification in New York State fails to adequately identify criteria for competency and suggests ways to improve this situation. The writer states that too much emphasis has been

placed on the means by which certification is achieved while too little emphasis has been placed on the goal of certification. To correct this overemphasis it is proposed that a competency-based and field-centered program be established which explicitly and publicly states the required competencies, provides for their assessment, establishes performance standards, and allows for their modification. Three major changes in certification policy and procedure are recommended: (1) the Division of Teacher Education and Certification will cease evaluating individual credentials; this task should be performed by each preparatory program; (2) within five years a teacher with a provisional certificate should complete a masters degree or 30 semester hours of graduate study; and (3) periodic assessment should be made of newly certified teachers. The author also argues that continuing education programs for teachers need to be improved. (Author/DI)

ED 074 512 CS 200 419
A Nongraded Phase Elective Senior High English Curriculum.

South Bend Community School Corp., Ind.

Pub Date [72]

Note—497p.

Available from—Mr. Russell Rothermel, South Bend Community School Corp., 635 South Main St., South Bend, Ind. 46623 (\$8.00, make check payable to the South Bend Community School Corp.)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Business English, Composition (Literary), *Course Descriptions, Creative Writing, Drama, *Elective Subjects, *English Curriculum, English Instruction, *High School Curriculum, Instructional Materials, Language Development, Literature, Multimedia Instruction, Reading Instruction, Speech Instruction

The course content in this nongraded phase elective curriculum is classified into Phase 1, designed for students who find reading, writing, and speaking difficult, Phase 2 for students who need to improve and refine basic skills at a somewhat slower pace, Phase 3 for those who have an average command of basic language skills and want to advance at a moderate pace, Phase 4 for those who learn fairly rapidly and have a good command of the language, and Phase 5 for those who are looking for a challenge and for stimulating experiences. Each elective, including the freshman introductory course, is offered for a 12-week period. Along with course descriptions, a list of objectives and instructional materials and a short course outline are provided. On occasion suggested approaches, techniques, and additional references are also listed. Some of the subjects offered include basic reading, theater, mythology, vocational English, creative writing, modern media, journalism, developmental reading, American literature, American fiction, English novel, humanities, politics in literature, comedy, Shakespeare, short story, speech, drama, and a few year-long courses such as college prep, mechanics, speaking, and grade level courses. (HS)

ED 074 513 24 CS 200 420
Wilder, Larry And Others

Pronunciation and Apparent Frequency in a Between-Subjects Design. Technical Report.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.

Report No.—WRDCCL-TR-241

Bureau No.—BR-5-0216

Pub Date Oct 72

Contract—OEC-5-10-154

Note—12p.; Report from the Operations and Processes of Learning Component of Program 1

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Pronunciation, Speech, *Word Frequency, *Word Lists, *Word Recognition

College students were administered a list of middle-frequency words, in which individual words are presented from one to six times. Half the subjects pronounced the list, while the other half remained silent. On a subsequent frequency judgment task, pronunciation subjects failed to differ significantly from silent subjects on mean judgments of items presented only once; however,

there were differences on these items as indexed by variance between and within subjects, as well as by mean total correct. Further, an analysis of judgments on "zero" items (not seen on the study list) indicated differences between silent and pronunciation subjects on all four measures. These results were contrasted with previous findings and explained within a frequency theory perspective. (Author)

ED 074 514 CS 200 434

Bossone, Richard M. Weiner, Max
Three Modes of Teaching Remedial English: A Comparative Analysis; A Pilot Study.
City Univ. of New York, N.Y. Bernard Baruch Coll.; City Univ. of New York, N.Y. Graduate School and Univ. Center.

Pub Date 73

Note—87p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Composition (Literary), Computer Assisted Instruction, *English Programs, Individualized Instruction, Programmed Instruction, *Reading Instruction, Remedial Courses, Remedial Instruction, *Remedial Programs, Remedial Reading, Writing Skills

The purpose of this study was to evaluate performance, backgrounds, attitudes, interests, academic needs, and problems of remedial English students at Baruch College of the City University of New York. The students were exposed to three instructional methods: computer-assisted instruction, programmed instruction, and regular classroom instruction, specifically a linguistic approach. The study describes the objectives of the remedial courses in writing and reading skills, the three modes of instruction, and the materials and tests used, and it provides background information about the students and the factors contributing to their problems with English. Among the conclusions reached were that the majority of the students improved very little in writing ability, regardless of the instructional mode. It was recommended that greater emphasis be placed on the teaching of reading, better diagnostic procedures, individualized instruction, restructuring the remedial courses, providing tutorial services, and additional, more controlled research. Numerous tables, a detailed analysis of the data, and three appendices, including the form for grading themes, the standards used in grading themes, and some unedited samples of student writing, are included. (Author/DI)

ED 074 515 CS 200 436

English Language Arts: Language Section K-12, Experimental Edition.

New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.; New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 72

Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, Diachronic Linguistics, *Elementary Education, Grammar, *Language Arts, *Language Skills, Language Usage, *Secondary Education

This curriculum guide in language teaching for kindergarten through grade twelve is the final "strand" of a five part project in the English language arts. It was preceded by guides devoted to reading, composition, listening and speaking, and literature. The guide is designed to assist elementary and secondary school teachers in improving the teaching of composition skills. Level designations are provided for the various exercises, but the importance of a continuing sequential development is stressed. The grammar and language usage sections, the first two parts of the book, describe language elements in their behavioral context. Representative teaching activities are suggested and can be adapted to the particular students taught. The last section, on the history of language, presents a brief chronology of the history of English, suggesting interrelationships between languages. The influence of other languages upon the grammar, sound, and vocabulary of English is also discussed. [See ED 035 626, ED 032 309 for related documents.] (Author/DI)

ED 074 516 CS 200 437

Campbell, Laurence R.
Evaluative Criteria for High School Textbooks in Journalism and Mass Media.
Quill and Scroll Studies, Tallahassee, Fla.

Pub Date Oct 72

Note—60p.; A Quill and Scroll Study

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation Criteria, *Journalism, *Mass Media, *Secondary Education, Teenagers, *Textbooks

The purpose of this study was to develop criteria for high school textbooks in journalism and mass media. The study discusses the procedure used in evaluating textbooks; the role of textbooks in journalism and mass media courses; a general background of these courses; a review of objectives concerning the student journalist, the teenage writer, the teenage fact-finder, the teenage citizen, the teenage careerist, and the teenage consumer; and current objectives in journalism and mass media courses, the content of these courses and methods used in teaching them, and an analysis of various textbooks used in these courses. It was concluded that three textbooks, each judged to be of almost equal merit, most nearly met the established criteria. Other textbooks examined more nearly met the needs of certain courses, and all of the textbooks evaluated were recognized as worthwhile. (Author/DI)

ED 074 517 CS 200 438

Campbell, Laurence R.

Newspaper Guidelines for High School Journalists.
Quill and Scroll Studies, Tallahassee, Fla.

Pub Date Dec 72

Note—99p.; A Quill and Scroll Study

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation Criteria, Freedom of Speech, *Guidelines, *High School Students, *Journalism, Press Opinion, Principals, *School Newspapers, *Secondary Education, Student Publications

This study attempts to determine what principals, advisers, and others believe is the role of high school student newspapers, and it suggests guidelines to follow in writing these newspapers. The study is based on a questionnaire sent to selected principals, headmasters of nonpublic schools, newspaper advisers, and editors of junior college and community college newspapers. The study includes 127 tables listing responses to the questionnaire. It discusses a variety of topics, including the function, definition, role, and status of the student newspaper, as well as the roles played by boards of education, principals, advisers, and newspaper boards in the production of these newspapers. The authors conclude that on the basis of the limited response to the questionnaire, advisers and administrators generally showed little interest in having regular press conferences with student editors, creating newspaper boards, establishing newspaper guidelines, or developing a love for freedom of the press among teenagers. (Author/DI)

ED 074 518 CS 200 452

Barber, Herman W.

Large - Small or Mini Group Instruction in English, 8th and 9th Grades.

Pub Date Nov 72

Note—18p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (62nd, Minneapolis, November 23-25, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Composition (Literary), *Course Descriptions, *Curriculum Guides, *English, *Grade 8, *Grade 9, Language Arts, Literature, Transformation Generative Grammar

This curriculum guide describes courses and provides some sample lesson plans for an English program for eighth and ninth grade students. All of the students are required to take a basic writing course for the first nine weeks of the semester. For the next nine weeks some students receive large group instruction in linguistics and the other students, who are in mini-group instruction, choose two themes to study. The same process is continued during the last nine weeks of the semester as a new group is moved into large group instruction. Among the many small group subject units that the student may choose to study are Mark Twain, Survival, "Romeo and Juliet," and "What Makes People Laugh." Sample lesson plans are provided for a lesson in recognizing the difference between fragments and sentences and for a lesson on Robert Frost's poem, "Out, Out..." The course objectives for large group instruction in transformational grammar are described. (DI)

ED 074 519

Battersby, James L.

Typical Folly: Evaluating Student Performance in Higher Education.

National Council of Teachers of English, Urbana, Ill.

Pub Date 73

Note—72p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 05354, \$2.25 non-member, \$2.00 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, Academic Records, *Achievement Rating, Evaluation Criteria, *Grades (Scholastic), Grading, Pass Fail Grading, Standardized Tests, *Student Evaluation

This study investigates various methods of evaluating student performance in higher education. Chapter one discusses some of the possible reasons that grades given to students seem to be consistently higher than in the past. The author argues that this tendency may be due to increasing dissatisfaction with the conventional grading system. Chapter two discusses the shortcomings of letters of recommendation and standardized national exams as predictors of future performance. Chapter three argues that grades are unsuited to signify the quality of student work, inadequate as predictors of success, and inappropriate as means of discriminating among different students' achievements. Chapter four discusses some of the many diverse and unstable criteria used in assigning grades. Chapter five examines some alternatives to the grading system but finds that most of these suffer from the same weaknesses that affect grades. Chapter six proposes written evaluations of student achievement as a possible substitute for grades and discusses the possibility of combining a credit/no record system with a written evaluation system. A bibliography is included. (Author/DI)

ED 074 520 CS 200 454

Zimmerman, Joel And Others

A Recognition Test of Vocabulary Using Signal-Detection Measures and Some Correlates of Word and Nonword Recognition.

Northwestern Univ., Evanston, Ill.

Spons. Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date Feb 73

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Educational Research, Educational Testing, Orthographic Symbols, *Vocabulary, *Word Frequency, *Word Recognition

In the first of three experiments, university undergraduates were presented a list of 300 words and 100 nonwords in two sessions. Their confidence that an item was a word was indicated for each item on a six-point scale. This experiment demonstrated the feasibility of creating a recognition test of vocabulary. In Experiment 2, 100 items were chosen to form a subtest, and the subtest was cross validated on a new sample of subjects. The test in Experiments 1 and 2 were scored using signal-detection measures. The primary criterion, SAT (verbal) scores, correlated approximately .60 with the test scores. In Experiment 3 subjects scaled the words and nonwords for four psychological attributes. These were submitted to a stepwise regression analysis with the confidence ratings from Experiment 1 as the dependent variable. It was concluded that associability, frequency, orthography, and pronounceability all may be components of word recognition. However, only frequency was found to be a significant predictor of the confidence of recognition of nonwords. (Author)

ED 074 521 CS 200 457

Fagan, Edward R., Ed. Vandell, Jean, Ed.

Humanizing English: Do Not Fold, Spindle or Multilate. Classroom Practices in Teaching English 1970-1971.

National Council of Teachers of English, Champaign, Ill.

Pub Date 70

Note—110p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 00858, \$1.50 non-member, \$1.35 member)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Classroom Techniques, Communication Skills, Creative Writing, Educational Philosophy, *English Instruction, Films, Homework, Individual Development, Individualized Curriculum, *Individualized Instruction, *Language Arts, Participant Involvement, Participant Satisfaction, Poetry, Short Stories, *Student Needs, Student Teacher Relationship, Tape Recordings, Teaching Techniques, Tutoring

Twenty-seven articles covering many phases of the language arts at all instructional levels, with an emphasis on the issues of individualization, are collected in this book. The broad scope of topics is revealed in such titles as "From Collages to Poetry," "Individualized Response to the Short Story," "Students Grade Themselves in Writing," "Inside the Classroom Without Walls," "Teacher-Student Dialogue," "How Much Editing in the Primary Grades?" "Hawaii's Peer Tutoring Experiences," "Open Lab: Seeing Kids as People," "Homework: A Starting Point for Individualization," and "What Can We Really Individualize?" (This document previously announced as ED 045 666.) (MF)

ED 074 522

CS 200 458

Mandel, Barrett John

Literature and the English Department.

National Council of Teachers of English, Champaign, Ill.

Pub Date 70

Note—120p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 03622, \$2.50 non-member, \$2.25 member)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Instruction, *English Departments, English Instruction, Experimental Programs, *Literature, Student Interests, *Student Motivation, Teacher Influence, *Teaching Methods

The focus of this book—an appeal for a reevaluation of the literature teacher's pedagogical goals and methods—is twofold: first, the reasons for the enjoyment of reading literature and suggestions for stimulating in students a love of plays, poetry, and novels; and second, new roles for the teacher. Chapter 1 outlines some of the problems facing the literature teacher; Chapter 2 reviews the meaning of literary "education"; Chapter 3 suggests ways of creating potent educational environments for literature teaching; Chapter 4 describes the problems, failures, and achievements of one experimental course; and Chapter 5 recommends some specific departmental reforms. A selected bibliography which represents the basic reading list of the course, *Experimental Methods in the Teaching of Literature*, is included. (This document previously announced as ED 041 026.) (JM)

ED 074 523

CS 200 470

The Promise of English. NCTE 1970 Distinguished Lectures.

National Council of Teachers of English, Champaign, Ill.

Pub Date 70

Note—134p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. (Stock No. 04257, \$2.00 non-member, \$1.80 member)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Composition (Literary), Dialect Studies, *English Education, Higher Education, Language Arts, *Linguistics, *Literature, Literature Appreciation, Negro Culture, Negro Literature, Regional Dialects, Student Reaction, Teacher Role, Teaching Techniques, Writing Skills

The essays in this book point out an unhappiness with existent forms of English teaching and emphasize possibilities for a future in which the human-ness and humane-ness of literary, linguistic, and writing experiences will be encouraged. Authors and papers are (1) Louise M. Rosenblatt, "Literature and the Invisible Reader"; (2) Muriel Crosby, "Discovering the Art of the Language Arts"; (3) Warner G. Rice, "Higher Education in the 1970's"; (4) Darwin T. Turner, "The Teaching of Literature by Afro-American Writers"; (5) Frederic G. Cassidy, "Collecting the Lexicon of American Regional English"; and (6) James M. McCrimmon, "Writing as a Way of Knowing." (This document previously announced as ED 044 418.) (MF)

ED 074 524

CS 200 473

Emery, Raymond C. Houshower, Margaret B.

High Interest—Easy Reading for Junior and Senior High School Reluctant Readers.

National Council of Teachers of English, Champaign, Ill.

Pub Date 65

Note—51p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 43009, \$0.95 non-member, \$0.85 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Books, *English Instruction, *High Interest Low Vocabulary Books, *High School Students, Independent Reading, Literature, Reading, *Reading Development, Reading Difficulty, Reading Interests, Reading Level, Reading Materials, Recreational Reading, Retarded Readers, Supplementary Reading Materials

Over 350 books chosen to meet the needs of the reluctant reader in junior and senior high school are grouped under 10 topical headings: Adventure, Animals, Biography, Family Life, Folk Tales, Informational, People, People with Foreign Setting, Vocational, and Poetry. Brief annotations and approximate reading and interest levels by grade are given for each book. A sample reading interest inventory, a bibliography of sources consulted for this study, suggestions for dealing with reluctant readers, and lists of reading improvement materials and book clubs for teenagers are also included. (This document previously announced as ED 029 027.) (LH)

ED 074 525

CS 200 474

Evertts, Eldonna L., Ed.

Explorations in Children's Writing.

National Council of Teachers of English, Champaign, Ill.

Pub Date Sep 70

Note—112p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 30353, \$2.50 non-member, \$2.25 member)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Childhood Attitudes, *Children, Communication (Thought Transfer), *Composition Skills (Literary), Creativity, Elementary Education, Evaluation Criteria, Language Patterns, Perception, Poetry, *Self Expression, *Teacher Role, *Teaching Methods, Writing Skills

Articles by four diverse educational innovators offer teachers some approaches to children's writing: (1) Eldonna L. Evertts advises that free self-expression should precede close attention to syntax and spelling; (2) James Britton, in four separate articles, points out the intimate relationship between speech and children's processes of perception; the roles of planning, revision, audience, and function in writing; the concept of "the role of spectator" in the writing experience; and the need to reevaluate adult standards for children's writing; (3) Alvina Treut Burrows proposes ways in which poetic expression can be encouraged in children; and (4) Richard Lewis explores the world of a child, of feeling, and of creativity. Also included in this collection are a selected bibliography and a "Potpourri On Writing," the topics of which extend from comparisons of the British and American schools' treatment of writing, to teachers' assignments for children. (This document previously announced as ED 042 772.) (MF)

ED 074 526

24

CS 200 481

Hall, William S.

Variations in the Structure and Use of Standard English. Final Report.

Princeton Univ., N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Field Initiated Studies.

Bureau No—BR-1-B-056

Pub Date 28 Feb 73

Grant—OEG-2-71-0056

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comprehension, *Elementary Grades, Language Patterns, *Linguistic Performance, *Negro Dialects, Nonstandard Dialects, *Racial Differences, Recall (Psychological), Sex Differences, Socioeconomic Status, Sociolinguistics, *Standard Spoken Usage

Equally divided by sex, grade level, and socioeconomic status, 360 subjects were used in two major experiments. Experiment 1 (Sentence Recall) attempted to answer three questions: (1) What are some of the developmental differences between standard and nonstandard speech? (2) To what extent are these differences sex and social class bound? (3) To what extent is the non-standard variant racially bound? Experiment 2 (Interaction-Communication) investigated the developmental differences in the use of standard and nonstandard English in a situation utilizing stimulus variation. Results revealed that socioeconomic status, race, age, and sex were not equally robust. Sex was found to be the least important variable, while race and age were found to be most important. The recall task showed that blacks performed better than whites in terms of percentages correct when given stimulus sentences in nonstandard dialect, and that whites performed better than blacks when standard dialect was used. It was further found that blacks used standard and nonstandard expressions to the same degree in the language comprehension and production study. No racial differences were found with regard to listening comprehension. For both blacks and whites a positive correlation was found between the number of standard forms repeated correctly and the number of spontaneously produced standard structures. (Author/HS)

ED 074 527

24

CS 200 523

Frederiksen, Carl H.

Cognitive Aspects of Learning in Arbitrary and Non-Arbitrary Contexts: Acquisition of Knowledge from Natural-Language Discourse. Final Report.

California Univ., Berkeley. Dept. of Psychology; California Univ., Berkeley. Inst. of Human Learning.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Bureau No—BR-9-0396

Pub Date Feb 73

Grant—OEG-0-9-140396-4497(010)

Note—329p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Comprehension Development, *Discourse Analysis, *English, Language Research, Learning, Linguistic Competence, *Linguistics, Recall (Psychological), *Semantics

This research studied the processes which enable people to acquire semantic information from natural-language discourse. Specific objectives were: (1) to represent semantically the structural meaning of English discourse by a well-defined semantic model; (2) to develop a way of using the semantic representation of a text as a structural model for scoring a subject's acquired knowledge; (3) to develop a process model for discourse comprehension; and (4) to investigate hypotheses about the effects of certain contextual conditions, designed to induce inferences about text content, on knowledge acquired from a text. Written reconstructions of knowledge acquired from a text were used in three experimental contexts: "arbitrary," "problem solving," and an incidental memory condition. Basic data consisted of the relative frequencies of classes of response from a semantic analysis of recall procedures. Results were consistent with a model of comprehension consisting primarily of "generative" rather than purely "interpretive" processes. Sources of individual differences were also studied. Part 2 contains a detailed development of a semantic structural model of English discourse and a technique for measuring semantic information acquired from discourse. (Author/DI)

ED 074 528

CS 500 132

Knapp, Mark L. Harrison, Randall P. Observing and Recording Nonverbal Data in Human Transactions.

Pub Date Dec 72

Note—13p.; Paper presented at the Annual Convention of the Speech Communication Association (58th, Chicago, Dec. 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior, *Classification, *Codification, *Communication (Thought Transfer), Data Analysis, Evaluation Techniques, Measurement, *Nonverbal Communication, Research Methodology, *Research Problems, Techniques

Interest in quantifying nonverbal variables in human interaction has led to the development and application of several nonverbal observation systems. The authors present a selective overview of these approaches, briefly explaining the major assumptions in terms of their differences and similarities. Drawing largely from their own experiences in observing and recording nonverbal behaviors, they outline some pertinent issues that recur in the observance of nonverbal communication, including the question of environment-naturalistic settings vs. laboratory settings; the amount of attention to be given to concomitant verbal behaviors; the development of categorical systems inclusive enough to classify and code every observable or potentially influential behavior; and selection of a method of recording the behavior—laboratory experiments using video-tape. (Author/LG)

ED 074 529 CS 500 155

Bethel, James A.
Mass Communication and Relative Reality: A Conceptual Paradigm.

Pub Date Dec 72

Note—12p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), *Conceptual Schemes, Information Networks, *Mass Media, News Media, Persuasive Discourse, *Research Methodology, *Research Problems, Scientific Attitudes, Scientific Concepts, *Theories

Addressed to the alleged state of arrested development in current mass communication research, this paper traces contradictions in research findings to possible flaws in the basic research paradigm. The author's purpose is to stimulate and provoke discussion of the methodological implications for mass communication research in terms of two opposing views of reality. Taking issue with the assumption of a non-problematic relationship between reality and theory testing, he analyzes the static-state view of reality in contrast to an in-flux reality view. He suggests that the explanation and understanding of events (in-flux) may be a more attainable goal than prediction and control (static state) in relation to determining the effects of mass media communication on the public. (LG)

ED 074 530 CS 500 175

Thorne, Edward J., Ed.
[Iowa Studies in Rhetoric.]

Iowa Communication Association, Cedar Falls.

Pub Date 72

Note—66p.

Journal Cit—Iowa Journal of Speech; v3 n1 p1-65 Fall 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), *Freedom of Speech, *Leadership Qualities, Mass Media, *Persuasive Discourse, Political Attitudes, *Rhetoric, Supreme Court Litigation, *Television, Voting

This special issue opens with an article by Franklin S. Haiman, "The Fighting Word Doctrine: From Chaplinsky to Brown," in which he reviews the problem of the use of "fighting words" in public situations. He discusses this type of communication as one that borders individual and collective rights, and provides background information on significant Supreme Court decisions in the free speech area. In the second article, "Leadership and Language," Marvin D. Jensen contends that present crises in leadership arise from our current language usages which do not contribute to real communication. In the final article, "How Do You Tell the Good Guys From the Bad Guys," Ruth Johnston Laws presents an examination of the effects of television on American voter behavior. She examines the changes in campaign planning and strategy because of television, the altered behavior of the candidates in response to the public, and the altered response of the public to the candidates. (Author/RN)

ED 074 531 CS 500 183

Fletcher, James E.
Attention as a Variable in Communication Research—The Status Quo.

Pub Date Dec 72

Note—21p.; Paper presented at the Annual Meeting of the Speech Communication Association (58th, Chicago, Illinois, December 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attention, *Behavioral Science Research, *Behavior Theories, Cognitive Processes, *Information Theory, *Literature Reviews, Mathematical Models, Operant Conditioning, Psychophysiology, Stimulus Behavior

The author reviews and evaluates the principal theoretical measures of attention categorized in three areas: self-report measures, operant behavioral measures, and psychophysiological measures. Self-report measures include a variety of rating scales, interest and attitude scales, Krugman's "number of connections," and program audience analyzers. Operant behavioral techniques evolve from the conditioning paradigm of Skinner and include response accumulators, tachistoscopic studies, and "shadowing." The psychophysiological measures are connected to attention by the Sokolov theory of the neuronal model. The author discusses these measures in terms of recent studies, methodological pitfalls, and future opportunities for those engaged in communications research and the specific variable of attention. Finally, he develops a mathematical model of attention, based on McPhee's survival theory. The model is constructed on the premise that the brain is a random system and that it is the attentional process that establishes the cognitions from which language and other social behaviors evolve. (Author/RN)

ED 074 532 CS 500 184

Anderson, Kenneth E.
What's Wrong with Humor Research?

Pub Date Dec 72

Note—8p.; Paper presented at the Annual Meeting of the Speech Communication Association (58th, Chicago, Illinois, December 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), Conceptual Schemes, Experiments, *Humor, Information Needs, *Research Design, *Research Methodology, *Research Needs, Research Problems, Theories

In this review of the current state of humor research, the author traces the basic problems to two major deficiencies: (1) a lack of adequate theorizing concerning the effects of humor in communication, and (2) problems in experimental designs, particularly the study of humor in a laboratory setting. Too little research and insufficient attention to operationalization of independent variables, such as measurement of the humor of humorous material, coupled with a dearth of valid measurement procedures are seen as other contributing factors. The author makes several suggestions for the improvement of humor research, emphasizing the need for development of very clear theory about humor. Among the possible study directions he mentions are the use of humor in affecting ethos, humor's unifying effect upon audiences, and making use of certain psychological theories of humor to examine how humor may be produced. (LG)

ED 074 533 CS 500 186

Gruener, Charles R.
An Annotated Bibliography of Empirical Studies of Laughter-Provoking Stimuli as Communication.

Pub Date [73]

Note—11p.; Unpublished study

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Case Studies, *Communication (Thought Transfer), Experiments, *Humor, Information Sources, *Research, Resources

Prompted by current concern with the dearth of empirical research on the role of humor in communication, the author prepared this bibliography to aid future researchers in the field. Although the entries span the years from 1939 through December 1972, the predominant number of publications represent the years 1966-1972. The fifty-four entries contained in the bibliography were selected on the dual basis of form and content—most of the studies are experimental in design and report original research on humor as communication. Each entry is accompanied by a brief annotation identifying the essence of the study in order to indicate its usefulness to the prospective researcher. (LG)

ED 074 534 CS 500 187

Thompson, David W.
Henry James on the Art of Acting.

Pub Date Dec 72

Note—13p.; Paper presented at the Annual Meeting of the Speech Communication Association (58th, Chicago, Illinois, December 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Acting, Authors, *Dramatics, *Impressionistic Criticism, Language Styles, *Literary Criticism, Nineteenth Century Literature, Oral Expression, *Theater Arts

Identifiers—*James (Henry)

Henry James, the nineteenth-century American novelist, also served on occasion as a theatre critic. Between 1875 and 1890 he reviewed several productions in Boston, New York, London, and Paris for "Atlantic Monthly" and other periodicals. The reviews are of interest because of James' high standards regarding acting and his often devastating comments about famous actors. James held three basic principles about acting: it is an art, its realism should be tempered with style, and it should be vocally effective. Among the actors whom he criticized were Ellen Terry and Henry Irving, whom he denounced as amateurs, and Sarah Bernhardt, whom he condemned as a professional of the worst kind—not an artist but a publicist. James praised the French actor, Constant Coquelin, as the complete professional, the "Balzac of actors." (Author/RN)

ED 074 535 CS 500 188

Davey, William G. And Others
The Effects of Time Limit on Correctness of Decision and Member Satisfaction in Decision-Making Group Discussions.

Pub Date Dec 72

Note—10p.; Paper presented at the Annual Meeting of the Speech Communication Association (58th, Chicago, Illinois, December 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), *Decision Making, *Discussion Groups, *Group Activities, Group Dynamics, Perception, *Problem Solving, Reactive Behavior, Time, *Time Perspective

This study examines the viability of time limit as an independent variable for investigating the decision-making process. Three major aspects of time and decision making are investigated: (1) time and accuracy of group decision, (2) time and member satisfaction with the group decision, and (3) time and perceived accuracy of group decision. A pilot study was first conducted to determine representative time limits for a specific task. The major study involved 220 undergraduates randomly assigned to 28 groups of five members each. These groups were assigned to one of four time limit conditions (short, medium, long, and none) and were asked to establish a ranking of a priority list of items recommended for survival on the moon. Each member was then asked to complete satisfaction measures following the decision. The results indicate that time limit can function as a viable independent variable in group decision making for the type of task used. (LG)

ED 074 536 CS 500 189

Hill, Gary A.
Recasting Communication Theory and Research: A Cybernetic Approach.

Pub Date Jul 72

Note—19p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Honolulu, Hawaii, November 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), Conceptual Schemes, *Cybernetics, *Information Theory, Models, *Research Methodology, *Research Needs, Research Problems, Systems Analysis

The author's main concern is to provide a research format which will supply a unitary conception of communication. The wide range of complex topics and variety of concepts embraced by communication theory and the rather disparate set of phenomena encompassed by communication research create this need for a unitary study approach capable of linking all levels of analysis. The author proposes a cybernetic model which will allow for the exact specification of the rules and structures of the elements in the whole system. In support of this approach, the author notes that interpersonal, small group, organizational, and mass communication can be viewed productively as systems utilizing the cybernetic model. He concludes that

the overriding concerns of cybernetics—regulation and control—are the most interesting and fruitful areas for research in communication systems. (LG)

ED 074 537 CS 500 190

Moore, Kent And Others

Computer Managed Instruction: Toward Individualized Learning.

Florida Univ., Gainesville. Communication Research Center.

Pub Date Apr 72

Note—24p.; Paper presented at the Annual Meeting of the International Communication Association (Atlanta, Georgia, April 19-22, 1972); Reprinted as Communication Research Report Volume 2, Number 1

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, *Computer Oriented Programs, Educational Objectives, *Educational Strategies, Instructional Design, *Instructional Systems, Journalism, Speech Curriculum, Systems Approach, *Undergraduate Study

The authors describe the functions of an integrated systems approach in solving the administrative, academic, and logistical problems of a large university department. They discuss the roles of a computer managed instruction system for the University of Florida's College of Journalism and Communication. First, the system can record student and faculty profiles, so that instruction can reflect individual student requirements. The computer managed system can also be of value in the shaping of educational objectives by identifying, grouping, and building modules of instruction and establishing the objectives for each module at various levels of recognition. Finally, once the student profiles and the instructional objectives have both been established, the appropriate "instructional mix" for each student can be determined. The authors also discuss the purpose of computer assisted instruction within the computer managed system, the role of the system in the college's relationship with media professionals, and possibilities for research utilizing the computer managed instruction system. (RN)

ED 074 538 CS 500 191

Galvin, Kathleen M. Book, Cassandra L.

Communication/Speech.

Pub Date 72

Note—121p.

Available from—National Textbook Co., 8259 Niles Center Road, Skokie, Ill. 60076 (\$4.00 paper)

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, *Communication (Thought Transfer), *Communication Skills, *Curriculum Guides, Effective Teaching, Individual Development, *Interaction, *Interpersonal Relationship, Relevance (Education), Secondary Grades, Student Centered Curriculum, Undergraduate Study

This book is intended as a resource for teachers who are adopting a communication approach to a speech course. Organized into seven chapters which each contain behavioral and learning objectives and activities, the book is designed to help educators guide their students toward an understanding of inter- and intrapersonal communication and the development of effective communication skills. The introductory chapter discusses communication models and networks. Chapter two concerns the encoding and decoding of messages in terms of selective perception, accuracy, and interference. Chapters three through six address the numerous communication settings and relationships including intrapersonal, one-to-one, group, and one-to-group communication situations. The final chapter is devoted to the study of nonverbal communication in relation to symbols, sign and signals, space and setting, status, and intercultural influences. Also included is a list of selective terminology with parallel examples used throughout the book, special monographs, and an annotated bibliography. (Author/LG)

ED 074 539 CS 500 192

Irwin, William Louis

Dimensions of a Substantive Rhetoric.

Pub Date Nov 72

Note—29p.; Paper presented at the Annual Meeting of the Western Speech Communication Assn. (Honolulu, November 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, *Cognitive Processes, Communication (Thought Transfer), *Information Theory, Logical Thinking, Perception, Persuasive Discourse, *Psychological Needs, *Rhetoric, Self Actualization, Stimuli

The author contends that man as a receiver of information is largely manipulated by the information sources. He proposes a system of substantive rhetoric, whereby we could perceive how past assumptive reasoning processes have allowed us to be manipulated and how these processes have originated outside rather than within ourselves. The author suggests the dimensions of the proposed substantive rhetoric be viewed through three factors: reality as fantasized by man; reality as perceived; and reality as it exists, or what the author terms reality infinity. He contends that man tends to view true reality through fantasy rather than through his true perception, and he hopes through his substantive rhetoric process that man can view reality infinity through perceptive reality. It is the purpose of the author's proposals to provide a system that will allow man to bring about a "self-change." To accomplish this, he must be shown that (1) what he is doing in relation to receiving new external stimuli is right, and (2) the new information he receives as external stimuli is not threatening. (Author/RN)

ED 074 540 CS 500 195

Bochner, Arthur P. Kelly, Clifford W.

Interpersonal Competence: A Paradigm for Planned Change in Undergraduate Communication Instruction.

Pub Date Dec 72

Note—34p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, Classroom Environment, *Communication Skills, Course Organization, *Educational Objectives, Individual Development, Interaction, *Interpersonal Competence, *Interpersonal Relationship, Undergraduate Study

This paper outlines a program of planned change designed to produce a more satisfying and meaningful set of skill objectives for undergraduate instruction in communication. As a philosophy of communication education, interpersonal competence is based on two key assumptions: (1) that every human being is motivated to interact effectively with his environment, to produce effects on or to influence his world; and (2) that individuals learn social effectiveness throughout life. Interpersonal competence is defined as the individual's ability to give and receive descriptive feedback, to own and help others to own their values and feelings, to experiment with new values and behaviors, and to invest and take risks with new attitudes and ideas. The challenge facing the communication educator is that of creating classroom conditions which facilitate the development of these skills. (LG)

ED 074 541 CS 500 196

Stockwell, John C. Bahs, Clarence W.

Body Buffer Zone and Proxemics in Blocking.

Pub Date Dec 72

Note—12p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Acting, *Body Image, *Body Language, Distance, Individual Characteristics, Perception, Production Techniques, Self Concept, Self Congruence, *Space Orientation, *Theater Arts

Identifiers—*Directors (Theater)

This paper investigates the effect of personal body buffer zones on compositional arrangements staged by novice directors. Relationships between directors' concepts of personal space and their projection of its dimensions into staging are studied through the use of a variety of proximity measures—distance, area angles of approach, and physical contacts. The results indicate a positive significant relationship between body buffer zone scores and proxemic measures in novice female directors only and not for males, as had been hypothesized. The experimenters attribute the difference in results for male and female subjects to the fact that females' perceptions of their bodies tend to be more concrete than males' perceptions. The parallel between female body buffer zones and female blocking is most likely a function of the clarity of the female's body image

and, relative to males, a readiness to employ it as a frame of reference in blocking situations. The implications of this study are discussed in terms of their relation to training methods and exercises for theatre direction courses. (LG)

ED 074 542 CS 500 197

Harris, Thomas E. Smith, Robert M.

Methods for Introducing Analysis of Conflict Theory.

Pub Date 10 Mar 73

Note—16p.; Paper presented at the Annual Meeting of the Speech Association of the Eastern States (New York, March 8-10, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), *Conflict Resolution, Decision Making, Individual Power, Information Theory, *Interaction Process Analysis, Nonverbal Communication, *Problem Solving, *Role Conflict, Self Concept

Conflict is defined by the authors as a struggle over scarce status, power, and resources. They discuss the role of communication as one of the several strategies leading to conflict and as a potential strategy leading to conflict resolution. First, there is tacit communication, wherein the participants are engaged not in face-to-face interactions but in achieving a mutual goal; agreement, or success, is dependent on the interacting factors of culture and knowledge of the other's probable response. Second, there is implicit communication, the expression of intent to perform some act and the subsequent bargaining, which involves three methods of influence: persuasion, inducement, and constraint; the variables associated with conflict resolution include trust, defection, agreement, negotiation, and commitment. Finally, there is ideal explicit communication, showing confidence between the participants and correct interpretation of acts among the participants, and imperfect explicit communication, with attitudes of distrust and misinterpretations of acts among the participants. All three forms of communication interact with one another in almost every conflict situation. (RN)

ED 074 543 CS 500 198

Parson, Donn W., Ed. Linkugel, Wil A., Ed.

Television and the New Persuasion. Proceedings of the Annual Symposium on Issues in Public Communication (3rd, Lawrence, Kansas, July 16-17, 1970).

Kansas Univ., Lawrence. Dept. of Speech and Drama.

Pub Date Jul 70

Note—96p.

Available from—Speech Communication Association, Statler Hilton Hotel, New York, N. Y. (\$1.75)

Document Not Available from EDRS.

Descriptors—Black Community, Childhood Attitudes, *Commercial Television, Cultural Environment, *Mass Media, Negro Attitudes, *Persuasive Discourse, *Programming (Broadcast), *Social Environment, Television Viewing

This book consists of the four papers presented at the July 1970 symposium, sponsored by the Department of Speech and Drama at the University of Kansas, which focused on the social and political influences of television. Titles and authors are: "The New Man-Made Environment," by Lee S. Dreyfus; "TV: The Medium Medium," by Cleveland Amory; "Television and the Tactics of Black Revolution," by Arthur L. Smith; and "Children, Television, and the Future of Political Institutions," by Lawrence W. Rosenfield. (RN)

ED 074 544 CS 500 199

Och, Peter D., Ed. Pogue, Forrest C., Ed.

Selections from the Fifth and Sixth National Colloquia on Oral History.

Oral History Association, New York, N. Y.

Pub Date 72

Note—110p.; Conferences held at Asilomar Conference Grounds, Pacific Grove, Calif., Nov. 13-16, 1970 and at Indiana Univ., Bloomington, Ind., Oct. 8-10, 1971

Available from—Samuel Hand, Waterman Bldg., Univ. of Vermont, Burlington, Vt. 05401 (\$3.00 postpaid, checks payable to Oral History Assn.)

Document Not Available from EDRS.

Descriptors—Civil Rights, *Communication (Thought Transfer), Ethnic Studies, *Information Seeking, Personal Relationship, Political

Power, *Question Answer Interviews, *Research Tools, *Social Sciences Identifiers—*Oral History (Research Method)

This document is a collection of papers and addresses delivered at two colloquia of the Oral History Association. The focus of this report is on the use of interviews and other oral communication techniques for research in history and political sciences. The papers and discussions are primarily concerned with the value of oral interviews in compiling biographies, studies of political leadership, recording of events, conducting surveys, and documentation of movements. The first paper is by T. Harry Williams, who relates some of his experiences in interviewing individuals associated with Huey P. Long. The second paper, by James MacGregor Burns, stresses the importance of the oral history approach for the exploration of important political personalities and the events of their era, with emphasis on Franklin D. Roosevelt. There are four papers on the subject of oral interviews and studies in folklore. Other methodologically related topics are interviewing to obtain sensitive personal information, interviewing in sensitive political areas, and personal interviews in the ghettos. Also discussed are the oral history approach to the Civil Rights Documentation Project and oral history projects currently in progress in the western states. (RN)

ED 074 545 CS 500 200

Katz, Linda Sternberg Roberts, Anne
The Rhetoric of the Women's Liberation Movement: Consciousness-Raising.

Pub Date Dec 72

Note—10p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), *Females, *Feminism, Group Discussion, *Group Experience, Human Relations, Political Attitudes, *Rhetoric, *Rhetorical Criticism, Self Actualization, Social Action, Social Attitudes

Identifiers—Consciousness Raising, *Womens Liberation Movement

Consciousness-raising as a prime rhetorical strategy of the women's liberation movement is examined. One goal of the women's liberation movement is to persuade women that they live in a state of oppression and, bringing them to this realization, to provide them with the means of breaking out of their psychological bondage. The consciousness-raising group, essentially small group discussion, is the most vital instrument by which the movement hopes to realize these goals. Bringing their lifetime experiences as women to the group, individuals interact through oral communication and exchange personal accounts and feelings. After participating in this communicative experience, the author argues, the women often become more aware of one another as people, learn to value themselves, and learn to view their role in the economic, social, and political arenas with new awareness. The language used in consciousness-raising is the language of oppression and dissatisfaction with the status-quo. A number of key terms in the vocabulary of consciousness-raising are analyzed. (LG)

ED 074 546 CS 500 201

Allen, R. R. Willington, S. Clay
Speech Communication in the Secondary School.

Pub Date 72

Note—336p.

Available from—Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Mass. 02210 (\$8.95)

Document Not Available from EDRS.

Descriptors—*Communication Skills, *Curriculum Guides, Educational Strategies, *Models, *Secondary Grades, *Speech Skills, Teacher Education, Teaching Guides, Teaching Methods, Undergraduate Study

This book is intended as the primary text for methods courses offered in the undergraduate preparation of speech-communication education majors and minors. The fourteen chapters contained in the book are grouped into four sections. Section one directs the reader's attention to a consideration of the field of speech communication. Chapter one reviews the discipline's developmental history, and chapters two, three, and four discuss the three areas traditionally taught in the speech curriculum: interpersonal and public communication; theatre; and radio,

television, and film. The second section considers the role of the teacher and explains the importance of carefully defined instructional objectives, examines the major instructional strategies involved in teaching speech communication, discusses the problems of instructional assessment, and explores the structure of unit and lesson plans. The co-curricular responsibilities of the speech-communication teacher—forensics, debate, and theatre—are examined in the three chapters of the third section. The final section consists of one chapter which concentrates on the personalization of teaching style. (LG)

ED 074 547 CS 500 202

Brown, Charles T. Keller, Paul W.

Monologue to Dialogue: An Exploration of Interpersonal Communication.

Pub Date 73

Note—223p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632 (\$7.50 cloth, \$5.95 paper)

Document Not Available from EDRS.

Descriptors—*Communication Skills, *Individual Power, *Information Theory, *Interpersonal Competence, *Interpersonal Relationship, Nonverbal Communication, Oral Communication, Self Actualization

Designed to help readers improve their interpersonal skills, this book encourages its readers to examine interaction from the receiving point of view in terms of how people are shaped and affected by what they listen to in their own speech and in the speech of others. Communicative experience is emphasized and suggested assignments are provided in each chapter to help the reader practically apply theoretical concepts and achieve competency. The central theme reflected in the text and in the assignments is the value of appropriate degrees of openness. The topics addressed are the nature of communication, the meaning of words, the interpretation of nonverbal cues, emotion in communication, the role of expectation in reception and perception, the impact of environment, critical and discriminatory listening, power and communication, and monologue and dialogue. In addition, the book contains lists of objectives, evaluation criteria, discussion questions, exploratory exercises, and a special annotated section of selected readings for further study. (LG)

ED 074 548 CS 500 203

Pence, James W., Jr.

The 1972 Campaign for the United States Senate in North Carolina: Debate or Educational Television.

Pub Date Dec 72

Note—12p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Debate, *Educational Television, Information Dissemination, *Mass Media, Persuasive Discourse, Political Influences, Political Issues, *Politics, *Television

The author describes the program which permitted six out of seven candidates for the May 1972 senatorial primary in North Carolina to appear free on educational television. Each candidate was given one hour for his program, with the first thirty minutes spent in a presentation of his own choosing and the last half hour devoted to questioning by a panel of four. The author discusses each candidate's methods of presenting himself during the period when he had rhetorical freedom of choice. Basic differences centered on whether a candidate concentrated more on the campaign issues or on himself, his background, and his personality. (RN)

ED 074 549 CS 500 204

Cash, William B.

Which Comes First Training or Research?

Pub Date Apr 73

Note—7p.; Paper presented at the Annual Meeting of the Central States Speech Assn. (Minneapolis, April 4-6, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Communication (Thought Transfer), Consultants, *Consultation Programs, Feedback, *Speech Skills, Teaching Methods, *Teaching Procedures, *Training Objectives

This paper offers some suggestions and guidelines for the communications expert or teacher who would serve as consultant to busi-

ness organizations. Most important, the author suggests, is that he must be flexible in his approaches to employee training programs, adapting them to individual needs and the needs of the organization. He must also have a broad background in communication skills, especially since theories are not the core of employee training programs. As much as possible, he must tailor the program or course design for individual needs, examining personnel records, if necessary, to determine overall backgrounds. His teaching methods must be structured on an open approach, providing many opportunities for discussion, questioning, and feedback. Finally, he must begin at the outset, especially if he is a college professor, to develop a feeling of trust and rapport with students who are not college-oriented. If a training program proves successful, then the consultant is quite likely to be considered for organizational research problems. (Author/RN)

ED 074 550 CS 500 205

Communication Department Courses of Study:

Non-Graded Mini Courses, Grades 10, 11, 12.

Charleroi Area Junior-Senior High School, Pa.

Pub Date [72]

Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication Skills, *Curriculum Guides, Instructional Innovation, *Language Arts, *Literature Appreciation, Relevance (Education), Secondary Grades, Student Centered Curriculum, Student Needs, *Theater Arts

This volume represents the joint efforts of high school students and teachers in speech, English, and drama at Charleroi Area Senior High School. The merging of these three interdependent areas has resulted in the creation of a new Communication Department through which students are offered an opportunity to maximize their speaking, listening, reading, and writing skills. Total communication is stressed through the development of sound foundations in oracy and literature. This student-centered curriculum consists of 33 nine-week nongraded mini-courses grouped under four divisions—literature, speaking, theatre, and writing. Students are responsible for selecting at least four mini-courses each year. If the students' schedules permit, they are allowed to elect additional courses. All tenth graders are required to take the basic oral communication course and any one of three written communication courses. Each of the 33 mini-courses includes general goals, specific objectives, content descriptions, learning experiences, evaluative criteria, and a bibliography. (LG)

ED 074 551 CS 500 206

Friedrich, Gustav W.

Methods and Problems of Pre- and Post-Communication Competency Assessment.

Pub Date Dec 72

Note—11p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement,

*Academic Performance, *Communication (Thought Transfer), *Educational Accountability, Effective Teaching, Evaluation Criteria, Evaluation Techniques, Performance Contracts, Student Evaluation, Teacher Responsibility

Identifiers—*Speech Communication Education

This paper suggests guidelines designed for use by speech communication teachers in assessing the competency of their students. The author proposes four kinds of evaluation of cognitive, affective, and psychomotor learning (three types of learning essential for the speech communication classroom): placement, formative, diagnostic, and summative. He emphasizes the development of precise and specific written instructional objectives to facilitate the achievement of learning goals and lists what these objectives should stipulate. Each evaluative function is defined, and a summarized overview of alternatives to the grading system is included. The author also provides criteria for the selection of the best method of evaluation for different types of learning. (LG)

ED 074 552 CS 500 208

Salper, Donald R.

Onomatopoeia, Gesture, and Synaesthesia in the Perception of Poetic Meaning.

Pub Date Dec 72

Note—12p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Perception, Aural Stimuli, *Communication (Thought Transfer), Critical Reading, *Interpretive Reading, Language Rhythm, Literary Analysis, Oral Expression, *Phonetics, *Poetry, Speech, *Symbolism

The author states that phonetic symbolism is not a generalizable phenomenon but maintains that those interested in the status of a poem as a speech event need not totally discount or discredit such perceptions. In his discussion of the theories which ascribe meaning to vocal utterance—the two imitative theories, the onomatopoeic and the gestural, and the theories of synaesthesia and kinaesthesia—he describes and demonstrates how the various kinds of speech symbolism are found in individual words and in poetic lines and passages. Taking issue with Samuel Johnson's treatment of a passage from Pope's "Odyssey," the author criticizes Johnson's failure to discern the part played by phonetic symbolism in relation to the poem's meaning and rhythm. The author concludes that oral interpretation reinforces the onomatopoeic and gestural imitating, the auditory perception of visual and tactile imagery through synaesthesia, and the kinesthetic perception of resonance, tension, and relaxation. (LG)

ED 074 553 CS 500 209

Markiewicz, Dorothy

Can Humor Increase Persuasion, Or Is It All a Joke?

Pub Date Dec 72

Note—15p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adoption (Ideas), *Changing Attitudes, *Communication (Thought Transfer), Comprehension, Emotional Response, *Humor, Opinions, *Perception, *Persuasive Discourse, Verbal Ability

This study investigated two questions: (1) Can a humorous persuasive message increase the amount of persuasion compared with a serious control message? (2) Can humor external to and contiguous with a persuasive message increase its persuasiveness? The research on the first question attempted to determine intervening variables responsible for prior failure to find effects of humor on persuasion. The initial opinions and verbal ability of the subjects were factors expected to interact significantly with the humor factor. Though the results did not support the verbal ability factor, subjects were found to react more favorably to humorous than to serious appeals. The research addressing the second question analyzed the message context—humorous or serious—in relation to subjects' moods. The results did indicate a positive correlation between the humorous context and happier subject mood, but did not reveal any difference in persuasive effect. The author concludes that humor's effects on persuasion may occur through mediating processes not investigated in this study and suggests further investigation of humor's effects on source credibility and attention. (LG)

ED 074 554 CS 500 210

Larson, Charles U.

Communication Correlates of Commitment.

Pub Date Dec 72

Note—9p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, *Communication (Thought Transfer), *Language Usage, Opinions, *Political Attitudes, Semantics, *Social Attitudes, Speech Habits, Symbolic Language, Verbal Communication

The author reports on an investigation of the variations in total verbal output and in verbal variety noted from interview responses of eighteen persons, each involved with a specific issue or topic at one of three levels. He defines the levels as: (1) observer, or someone who is aware of the issue but passive about it; (2) participant, or one who actively engaged in work for or advocacy of the issue; and (3) coordinator, who not only advocates or works for the issue, but also enlists and coordinates the activities of others. All subjects responded to the same

questions and were allowed as much time as they wanted to respond. The interviews were transcribed and the content analyzed on a word-by-word basis. The author reports that the results revealed a geometric increase in total verbal output and in verbal variety as commitment increases. He also discusses his analysis of items such as types of words used and functions of certain words for each of the levels, and he points out some of the clear differences among the semantic qualities of the most often used words elicited from subjects at the three levels of commitment. (RN)

ED 074 555 CS 500 211

Keltner, John W.

Elements of Interpersonal Communication.

Pub Date 73

Note—284p.

Available from—Wadsworth Publishing Co., Inc., Belmont, Calif. 94002 (\$4.95)

Document Not Available from EDS.

Descriptors—*Communication (Thought Transfer), *Communication Skills, Human Relations, *Interpersonal Competence, *Interpersonal Relationship, Perception, Self Actualization, *Social Development, Social Relations, Undergraduate Study

Fundamental to this book is an understanding of the self and the other in the societal context of interpersonal communication. The book develops a concept of interpersonal communication which encompasses the utilitarian, the artistic, and the therapeutic functions interpersonal interaction performs. Inherent in the development of all three functions are self-awareness and self-growth. The book is designed to help its readers develop their own communication experiences through an understanding of the significance and consequences of interpersonal communication. Each chapter deals with a specific element necessary for interpersonal communication. Objectives are listed at the beginning of each chapter and short summaries appear at the end. Annotated suggestions for further reading, in addition to exercises and activities, are also included. (LG)

ED 074 556 CS 500 212

Porter, Richard E.

Intercultural Communication Research: Where Do We Go from Here?

Pub Date Nov 72

Note—13p.; Paper presented at the Annual Meeting of the Western Speech Communication Assn. (Honolulu, November 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), *Cultural Awareness, Cultural Factors, *Culture Contact, Information Utilization, Research Criteria, Research Methodology, *Research Needs, *Research Proposals, Social Relations

This paper presents an outline of intercultural communication research needs and offers proposals for research direction for the next decade. The author suggests the following goals and criteria: (1) extend existing theory to encompass intercultural communication; (2) concentrate on intercultural research rather than cross-cultural research; (3) find the social and psychological conditions requisite to successful intercultural contact; (4) determine the effects intercultural communication has on participants; (5) study information diffusion in other cultures; and (6) catalogue culturally determined patterns of communicative behavior. In view of the growing importance of intercultural communication and the increasing challenges of greater interaction among men, the author asserts that it is the responsibility of intercultural communication researchers to provide the knowledge and understanding necessary for meeting those challenges. (LG)

ED 074 557 CS 500 213

Lu, John Markham, David

A Hierarchic System for Information Usage.

Pub Date Nov 72

Note—13p.; Paper presented at the Annual Meeting of the Western Speech Communication Assn. (Honolulu, November 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cybernetics, Information Processing, *Information Retrieval, *Information Storage, *Information Systems, Information Theory, *Information Utilization, Research Utilization, Search Strategies

This paper demonstrates an approach which enables one to reduce in a systematic way the immense complexity of a large body of knowledge. This approach provides considerable insight into what is known and unknown in a given academic field by systematically and pragmatically ordering the information. As a case study, the authors selected approximately 1200 titles from the Engineering Branch Library at the University of California at Berkeley whose face validity suggested application to the interests of cybernetic systems personnel. They developed a hierarchic methodology (a structure consisting of four levels—theoretical systems, mechanics, control, and information—in which the first level is the most basic echelon and the remaining three are encompassed by the ideas found in the first level) to promote inductive investigation and retrieval from this aggregate of varied titles. The authors discuss the results of their experiment using this structure and the implications for solving complex problems involving large bodies of knowledge through use of this hierarchic methodology. (LG)

ED 074 558 CS 500 214

Chalip, Alice Grace, Ed.

Annual Conference in Rhetorical Criticism: Commended Papers (6th, California State Univ., Hayward, May, 1972).

California State Univ., Hayward.

Pub Date 13 May 72

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, Civil Disobedience, Civil Liberties, Critical Thinking, Interpretive Reading, Language Research, *Periodicals, *Persuasive Discourse, *Rhetoric, *Rhetorical Criticism

At this 1972 conference, upper division and graduate students from nine western colleges submitted papers on the theory, history, and criticism of rhetoric. Three of them are published in this conference report, along with the principal address. In "Rhetorical Criticism as Argument," the principal address, Wayne Brockriede suggests that useful rhetorical criticism must function as argument whether that criticism is evaluation, an analysis of a rhetorical transaction, or an attempt to relate the analysis to general concepts or theories. Charles E. Heisler's paper, "The Rhetoric of Yippie: Rubin at Salt Lake," analyzes Jerry Rubin's address at Salt Lake City in February 1970 as a demonstration of the nonverbal, symbolic orientation of the Yippie protest rhetoric. In "The Implications of Phenomenological Hermeneutics for Rhetorical Criticism," Raymond N. Pedersen discusses modern theories of hermeneutics, the study of the general methods of textual explication as applied to rhetorical interpretation and criticism. In his paper, "Reader's Digest Rhetoric: How Sweet It Is," John Worcester analyzes the world view and subjects of the articles that the "Digest" publishes. (RN)

ED 074 559 CS 500 215

Downs, Cal W.

A Study of the Impact of Laboratory Training upon Concepts of Leadership and Communication.

Kansas Univ., Lawrence. Communication Research Center.

Pub Date Dec 72

Note—14p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, *Communication (Thought Transfer), Human Relations, *Interpersonal Competence, *Laboratory Training, *Leadership Training, *Research Needs, Role Perception, Self Evaluation, Values

Empirical research to support the claim of advocates of laboratory training as an effective means of training leaders and managers in communication is lacking. Further, there are some who raise serious questions about this methodology which need to be answered. This paper reports an experiment designed to investigate four questions revolving around these claims and counter claims. These are (1) the impact of laboratory training on leadership attitudes and skills, the values affecting these attitudes and skills and the concept of self as a communicator; (2) whether this impact differs from the impact of other training methods; (3) whether the results of laboratory training affect different types of

people in different ways; and (4) whether there is an optimum time period for laboratory training. (Author/LG)

ED 074 560 CS 500 216

McCroskey, James C. And Others
The Generalizability of Source Credibility Scales for Public Figures.

Pub Date Dec 72

Note—26p.; Paper presented at the Annual Meeting of the Speech Communication Association (58th, Chicago, December 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), Evaluation Techniques, Factor Structure, Individual Characteristics, *Perception, Personality Assessment, Predictor Variables, *Public Officials, *Public Opinion, *Research, Semantic Differential Identifiers—*Source Credibility

This study reports a portion of a series of investigations designed to determine to what extent credibility scales can be generalized. The investigation data was collected in six phases, representing six subject populations. All of the subjects were either college students or non-student adults. Subjects were asked to respond to one of four political figures, each representing a wide range of political viewpoints. Semantic differential-type scales, representing dimensions of source credibility reported by various researchers, and Likert-type statements on an eleven-step continuum bound by bipolar adjectives were used to measure potential communication behavior and response to communication behavior. The results suggested that researchers should not expect exactly the same dimensionality of source credibility for all subject populations. (Author/LG)

ED 074 561 CS 500 218

Reinsch, N. Lamar, Jr.

A Test of Hypotheses Derived from Osborn, Piaget and Osgood, Concerning the Metaphor.

Pub Date Dec 72

Note—29p.; Paper presented at the Annual Convention of the Speech Communication Association (58th, Chicago, Dec. 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Variance, Changing Attitudes, *Figurative Language, *Information Theory, *Language Research, *Metaphors, *Persuasive Discourse, Rhetoric, Statistical Analysis

Identifiers—Osborn (Michael), Osgood (Charles), Piaget (Jean)

The author reports on a study designed to determine the effects of figurative language—particularly the metaphor—on persuasive discourse, by comparing hypotheses developed from the theories of Michael Osborn, Jean Piaget, and Charles Osgood. In addition to a figurative language variable (metaphor versus literal), other variables in the study were: (1) credibility (high versus low); (2) explanation (presence versus absence of a literal paraphrase of the metaphor); (3) trials (immediate and delayed posttests); and (4) vehicle valence (subject evaluation of the metaphorical vehicle relative to the evaluation of the metaphorical tenor). A single metaphor, in the form of a simple declarative sentence, was included in a written message of 212 words on the subject of Presidential campaign spending reforms. The author reports that the results did not reveal any statistically significant support for the experimental hypotheses, but did serve partially to evaluate the validity of several theoretical perspectives with regard to the rhetorical metaphor. (Author/RN)

ED 074 562 CS 500 219

Purnell, Sandra E.

Epidictic Rhetoric in the Context of Ritual Behavior: Rock Concerts.

Pub Date Dec 72

Note—8p.; Paper presented at the Annual Convention of the Speech Communication Association (58th, Chicago, Dec. 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, *Communication (Thought Transfer), Concerts, Group Unity, Identification (Psychological), Music, *Rhetoric, *Rhetorical Criticism, Social Values, *Subculture, *Youth Identifiers—*Rock Music

This study focuses upon the rock concert as a ceremonial or epideictic rhetoric. A major function of rhetoric, Kenneth Burke suggests, is to

achieve a symbolic transcendence of the sense of division among men. Rock music, the author contends, fulfills this Burkean definition and serves the dual function of identification and unification for the youth subculture. The rock concert is described as a kind of modern ritual. Associated with rock are prescribed standards of dress, behavior, and performance. A life-style, generally challenging the "official" morality, is established. Messages about human relationships and societal norms are conveyed by the song lyrics of the music and by the progression of the concert itself. These messages are not didactically communicated to the listener, but are open to individual adaptation and interpretation. Thus the music becomes a ritual of self-confirmation. Through the process of sharing the music, youth culture unification is established. (Author/LG)

ED 074 563 CS 500 220

Sternthal, Brian

Persuasion and the Mass Communication Process.

Pub Date 72

Note—234p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-27,118, MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Information Theory, *Mass Media, *Media Research, Media Selection, Models, News Media, *Persuasive Discourse, *Programming (Broadcast), Radio, Television

The author addresses his dissertation to two audiences: the mass communications practitioner, to help update his knowledge about the phenomena, and the researcher, to provide a starting point for a systematic pursuit of knowledge about media. In the first part, the author presents a model for persuasive mass communications, specifying the critical variables as well as their interrelationships; the model serves as a vehicle for determining why communications have their observed influential effects. In the second part, the author assesses the effects on communication of manipulating the motivational bases of persuasive appeals, discussing discrepant, fear arousing, and humorous communications as variables. In the third part of the dissertation, he discusses the influence of structural communication variables on media persuasive effects. He concludes with a description of the level of current knowledge about persuasive communication phenomena and suggests implications for further research about persuasive mass media. (Author/RN)

ED 074 564 CS 500 222

Howell, William S.

Modern Trends in Persuasion in Business and Industry.

Pub Date Apr 73

Note—8p.; Paper presented at the Annual Convention of the Central States Speech Association (Minneapolis, April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Business Administration, *Business Education, *Communication (Thought Transfer), *Industry, *Information Theory, Interaction Process Analysis, Nonverbal Communication, *Persuasive Discourse, Verbal Communication

The author suggests that we are moving into an era where skills in persuasion are considered prerequisite to other management skills and discusses the emphasis on interpersonal communication as a continuing process that serves the purpose of making known and available to an industrial group the resources of individual human beings. He cites the "prime movers" of the new trends in persuasion, with brief statements of their principal ideas and contributions. The author concludes by outlining clues to future developments or trends: closer interaction between sales and management training; increased study of nonverbal communication; intercultural approaches to communications problems; effects of emotion on organizational operations; and increased requests for assistance to business from the academic world. (RN)

ED 074 565 CS 500 223

Black, Edwin

Trends in Political Persuasion in the United States.

Pub Date Apr 73

Note—7p.; Paper presented at the Annual Meeting of the Central States Speech Association (Minneapolis, April 19/73)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Commercial Television, *Communication (Thought Transfer), Critical Thinking, Films, Group Dynamics, *Mass Media, *Persuasive Discourse, *Political Attitudes, *Social Attitudes

There are three senses in which all persuasion is political: (1) persuasion seeks to restructure the organization of power; (2) persuasion itself is an exercise of power; and (3) all morally significant human conduct includes political dimensions. The comprehension of political events in dramatic terms is the burden of the author's thesis in this paper. "Drama" is a form of organizing and understanding material; the "theatrical" is what has attracted us to the material in the first place. The television series about the William C. Loud family of Santa Barbara is cited as an example to illustrate how the media fix human events in a situation which is amenable to description. Disposed to want drama and to want theatricality, our culture is prepared to sponsor the enormous economic and technical organization required for film and television. Having developed these media, we are influenced by them autonomously, and their requirements affect our politics ever more profoundly. (EE)

EA

ED 074 566 80 EA 004 686

Purdy, Ralph D., Ed.

Planning for School District Organization -- Selected Position Papers.

Great Plains School District Organization Project, Lincoln, Nebr.

Spons Agency—Nebraska State Dept. of Education, Lincoln; Office of Education (DHEW), Washington, D.C.

Pub Date Jun 68

Note—349p.; Prepared for Great Plains School District 4-State Organization Project

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Administrative Organization, City Problems, Costs, Curriculum Development, Demography, Educational Change, Educational Needs, *Educational Planning, Educational Quality, Intermediate Administrative Units, *Organization, Reading Programs, Regional Cooperation, *School Organization, *School Redistricting, Student Personnel Services, Technical Education, Vocational Education Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, Nebraska, Position Papers, *School District Size

There is mounting evidence that the programs and services essential to provide adequately for the educational needs of the nation will necessitate a broader and more demanding education structure than ever before. Specialists in many educational areas were asked to identify the characteristics of educational structure in relation to the achievement of established goals that would be essential to provide necessary and desirable programs. After having assessed the available research, reviewed the literature, and secured the empirical judgment of knowledgeable leaders and administrators in their respective fields of specialization, these specialists submitted 54 position papers to the Great Plains School District Organization Project. Fifteen of these papers have been reproduced in this publication. It is hoped that these contributions will be used as starting points for further study, analysis, and utilization by those who seek to develop a system of school organization that will make possible comprehensive and equitable educational opportunities for all children, particularly those in the State of Nebraska. A related document is EA 022 608. (Author)

ED 074 567 80 EA 004 687

Purdy, Ralph D.

Educational Needs -- Some Changing Realities.

Pub Date Jun 68

Note—15p.; Chapter One of EA 004 686

Available from—Not available separately; see EA 004 686

Document Not Available from EDRS.

Descriptors—*Educational Change, *Educational Needs, Educational Objectives, Federal Government, *Governance, *Guides, Local Government, Manpower Needs, Public Schools, School District Autonomy, *School Organization, Social Factors, State Government, Student Needs

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, Position Papers

The defined and accepted needs to be met by the public schools give direction to the programs, the services, and the structural organizations that fulfill the needs. Needs -- as defined at the local, State, and federal levels of government by society, by business and industry, and by the individual students -- are inextricably interrelated. The ten clues to need identification are descriptive of the basic concerns on which needs are defined by the six areas indicated, and give direction to the identification of needs as objectives of education. From these identified needs, as accepted and adopted by decisionmaking personnel at the local, State, and national levels, will evolve the necessary structure for the organization of school districts in the foreseeable future. (Author)

ED 074 568 80 EA 004 688

Hanson, Ellis G.

Demographic Change and Local School District Organization.

Pub Date Jun 68

Note—15p.; Chapter Two of EA 004 686

Available from—Not available separately; see EA 004 686

Document Not Available from EDRS.

Descriptors—*Demography, Economic Development, Educational Planning, Enrollment Projections, Migration Patterns, Organizational Change, *Population Trends, Public Schools, *School Demography, *School Organization, School Redistricting, *Statewide Planning, Urban Immigration

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, Position Papers

This paper summarizes a Great Plains School District Organization Project publication, *People, Places, Perspectives: The Great Plains States*, which was concerned with the demographic characteristics of the Midwest and their implications for educational planners. The author suggests that the challenges facing educational planners in the Midwest, as well as in most sections of the country, are multitudinous. With sizable increases in urban populations, declining rural and small city populations, great variations in the density distribution, substantial out-migration, and a rapidly changing age composition, the task of describing an organizational structure to provide for optimum educational opportunities becomes difficult and complex. Only through a comprehensive Statewide assessment and the resulting readjustment of all structural components in conformance with the type of organizational structure emerge that is so direly needed in the Midwest today. (Author/JH)

ED 074 569 80 EA 004 689

Schwartz, Alfred

A Search for Quality in Education.

Pub Date Jun 68

Note—28p.; Chapter Three of EA 004 686

Available from—Not available separately; see EA 004 686

Document Not Available from EDRS.

Descriptors—Academic Achievement, Ancillary Services, Community Support, Curriculum Development, *Definitions, Educational Facilities, Educational Finance, Educational Innovation, *Educational Quality, *Evaluation, Evaluation Criteria, *Guidelines, Human Development, *Individual Development, Instructional Media, Problem Solving, Specialists, Teaching Quality

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, Position Papers

A quality program of education within the schools produces individuals capable of (1) using their talents and abilities to the maximum of their potential, (2) continuing their educational development, (3) participating actively and positively in the world of work, (4) engaging in problem solving at abstract and at concrete levels, and (5) developing a positive pattern of values. Ten keys to quality education so defined are high quality staffs, programs designed to maximize the educational attainment of all the people in the community, specialized personnel and instructional services, modern instructional media, experimentation and innovation, systematic and organized evaluation and research, supporting services and personnel, stimulating physical facilities, community support and understanding, and adequate financial support. While substantial evidence suggests that the quality level of a

school or district is directly related to the extent to which these conditions are available, the burden of proof lies in performance measures such as continuous progress, retention rates, student achievement gains, average daily attendance patterns, job preparation results, citizen responsibility and community support patterns, unemployment rates, and delinquency and divorce rates. (JH)

ED 074 570 80 EA 004 690

Turner, Harold E.

The Relationship of Curriculum to School District Organization.

Pub Date Jun 68

Note—27p.; Chapter Four of EA 004 686

Available from—Not available separately; see EA 004 686

Document Not Available from EDRS.

Descriptors—Administrative Organization, Ancillary Services, *Curriculum Development, Educational Quality, Educational Research, Educational Technology, Enrollment, Federal State Relationship, *Guidelines, Individual Instruction, Inservice Teacher Education, *Organization, Public Schools, Regional Cooperation, *School Organization, *Social Change

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, Position Papers

This paper attempts to place in perspective the necessary relationships between school district organization and the curriculum in today's society. In the first part of the presentation, the author describes some of the forces currently affecting the curriculum and those forces likely to continue making an impact in the future. Future needs suggested include a balanced curriculum, more teaching of concepts, clear statement and definition of future objectives, and a broad inservice program in support of the curriculum. Next, the author describes some of the individuals and groups active in the curriculum development process, indicating the ingredients necessary to mount a solid program. He focuses on the educational structure from the local attendance unit to the Federal Government, although the author contends that curriculum development often begins and ends at the building level. Also discussed are the specific limitations and restrictions placed on desirable curriculum development and the instructional specialists and supporting services vital to the curriculum development process. Finally, recognition is given to the increased importance of research and to the significance of the contributions of various outside pressure groups to the process of curriculum development. (Author/JH)

ED 074 571 80 EA 004 691

Maxey, E. James Thomas, Donald R.

Selected Comparisons of Teacher and Curriculum Characteristics Related to Educational Innovation for the Great Plains.

Pub Date Jun 68

Note—16p.; Chapter Five of EA 004 686

Available from—Not available separately; see EA 004 686

Document Not Available from EDRS.

Descriptors—*Curriculum Development, *Educational Innovation, Expenditure Per Student, Organizational Change, *Secondary Schools, *Student Enrollment, Tables (Data), *Teacher Characteristics, Teacher Education, Units of Study (Subject Fields)

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, Position Papers

This report is presented in three sections: (1) Teacher Characteristics in Iowa, (II) Secondary Curriculum Distribution in Iowa, and (III) Educational Innovations in Secondary Curriculum for the North Central Association Schools of the Great Plains. The data are presented by pupil-enrollment categories and cost per-pupil categories and cover the 1966-67 school year. The tables provided should enable administrators in the Great Plains States to compare the teacher, curriculum, and innovative characteristics of their schools with other schools of similar size. The Iowa data in Section I suggest that the best qualified staff are found in school districts with total enrollments of 1,500 and above. In section II, the data indicate that as district enrollment increases, the number of course offerings available in such areas as foreign language, business, and technical and vocational education also increase. Section III presents the curriculum, organizational, and technical innovations being used or

tried in the North Central accredited schools. Data also reveal that, at every school enrollment level, apparently PSSC Physics and Chemistry Study Group Chemistry are the most popular curriculum innovations. Each section contains narrative information describing a series of tables that graphically illustrate the content. (Author/JH)

ED 074 572 80 EA 004 692

Kipling, Cecil, Jr.

An Optimum Reading Program for Grades K-12 and School District Organization.

Pub Date Jun 68

Note—17p.; Chapter Six of EA 004 686

Available from—Not available separately; see EA 004 686

Document Not Available from EDRS.

Descriptors—Administrative Organization, Educational Philosophy, Educational Research, Guidelines, *Organization, Public Schools, Reading Ability, *Reading Instruction, Reading Level, *Reading Programs, *School Organization, *Teacher Education

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, Position Papers

The "knowledge explosion" in the world today presents increasing demands that citizens be able to read with understanding, insight, and critical analysis. Every child who enters the public schools must have at his disposal an instructional program in reading from kindergarten through grade twelve that is designed to allow him to develop his reading potential to the maximum. The program must be designed to allow him to meet the immediate objectives of his formal education and the broader goals of a lifetime of reading. To provide the kind of reading instruction needed by each student, consideration must be given to: (1) a program of reading based on sound philosophy and research, (2) a well-trained staff prepared to carry out the program, and (3) an organizational pattern that will permit the staff to function most effectively. (Author)

ED 074 573 80 EA 004 693

Shoemaker, Byrl

Vocational-Technical Education and School District Organization.

Pub Date Jun 68

Note—33p.; Chapter Seven of EA 004 686

Available from—Not available separately; see EA 004 686

Document Not Available from EDRS.

Descriptors—Agricultural Education, Business Education, Curriculum, Distributive Education, Educational Quality, Enrollment, Home Economics Education, *Job Placement, Manpower Development, Organization, *School Organization, *Skilled Labor, *Technical Education, *Vocational Education

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, Experiential Learning, Position Papers

This paper suggests some principles and practices of vocational and technical education for the public education system. Five conclusions emerge from the paper: (1) Vocational and technical education are essential parts of the modern curriculum for public education; (2) public education is responsible for the vocational education of high school youth, out-of-school youth, and adults; (3) minimum enrollments for vocational education programs are 500, while optimum programs can be reached with enrollments of 1,300; (4) large cities of 200,000 or more normally have sufficient tax and student bases to provide comprehensive vocational education programs, while suburban and rural districts do not unless they join together; (5) vocational and technical education programs are sound educational investments planned to serve the needs of the people and of business and industry; and they deserve the full support of people concerned with the modernization of educational programs throughout the nation. (Author/JH)

ED 074 574 80 EA 004 694

Ferguson, John L.

Basic Requirements for an Adequate Pupil Personnel Program.

Pub Date Jun 68

Note—7p.; Chapter Eight of EA 004 686

Available from—Not available separately; see EA 004 686

Document Not Available from EDRS.

Descriptors—Administrator Role, Centralization, *Consultants, *Counseling Programs, *Coun-

sels, Educational Philosophy, *Guidance Programs, *Guidelines, State Departments of Education, Student Teacher Ratio

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, Position Papers

This paper reflects the concern and thinking of a consultant group of counselor educators and State directors of guidance about the requirements for pupil personnel programs needed to accomplish their goals. In the panel deliberations, major areas of concern appeared to be the (1) basic philosophy, (2) assigned responsibility, (3) pupil personnel administrator, (4) operational unit, (5) differential pupil personnel service, (6) staffing ratios of operational units, (7) local and intermediate operational units, (8) program evaluation, (9) role of the State department of education, and (10) curricular opportunities. The presentation concludes by suggesting the need for a few pilot programs to be used as models for evaluating program effectiveness. (Author/JH)

ED 074 575 80 EA 004 695

Inman, William E.

Size and District Organization.

Pub Date Jun 68

Note—17p.; Chapter Nine of EA 004 686

Available from—Not available separately; see EA 004 686

Document Not Available from EDRS.

Descriptors—*Administrative Organization, Cost Effectiveness, Educational Needs, *Educational Objectives, Elementary Schools, Equalization Aid, Intermediate Administrative Units, *School District Autonomy, Secondary Schools, Special Services, Staff Utilization, *State School District Relationship, *Student Enrollment, Tables (Data), Teaching Quality, Vocational Education

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, Position Papers, *School District Size

During the past 35 years, a voluminous body of literature and informed professional opinion has been developing on the topic of size in relation to the units of the educational organization which comprise a State school system. Size is most often expressed in terms of pupil enrollment. The prevailing assumption seems to be that size is an important factor to consider when a State undertakes the task of organizing its school districts into units which will produce the educational results the citizenry expects for its investment in public education. The literature supports this assumption. However, size, in and of itself, is not necessarily important; it is related to the objectives on which a state school system organization is based. Only after such objectives have been carefully developed, studied, and considered does the factor of size become meaningful. (Author/JH)

ED 074 576 80 EA 004 696

Manatt, Richard P. Netusil, Anton J.

A Study of Administrative Costs in Selected School Districts of Iowa, Missouri, and South Dakota.

Pub Date Jun 68

Note—28p.; Chapter Ten of EA 004 686

Available from—Not available separately; see EA 004 686

Document Not Available from EDRS.

Descriptors—*Administrative Organization, *Administrative Personnel, Boards of Education, Centralization, Cost Effectiveness, *Costs, Educational Economics, *Expenditure Per Student, Public Schools, School Organization, Secretaries, Special Services, *Student Enrollment, Tables (Data)

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, Position Papers, *School District Size

The investigation reported on in this paper aimed at determining and analyzing the costs of public school district central administration in South Dakota, Iowa, and Missouri. Financial reports to the State education agency for the school year 1965-66 were examined from 30 school districts in each State. Districts selected were the ten largest, ten in the median district size, and ten smallest. The study was limited to assessing educational opportunities provided by the present administrative districts to pupils in attendance units and the cost involved. In general, the findings show that many small and median-sized districts are not as effectively operated either from the economic point of view or from a

consideration of opportunities for effective educational programs as are large districts. Other findings serve to encourage the increased use of per-pupil cost comparisons by public school leaders, university-based researchers, and State legislative research bureaus. (Author/JH)

ED 074 577 80 EA 004 697

Whitt, Robert L.

Structuring Education for Business Management.

Pub Date Jun 68

Note—21p.; Chapter Eleven of EA 004 686

Available from—Not available separately; see EA 004 686

Document Not Available from EDRS.

Descriptors—*Administrative Organization, Administrative Personnel, Centralization, Data Processing, *Educational Administration, *Educational Economics, Intermediate Administrative Units, Maintenance, Public Schools, Purchasing, School Accounting, *School Administration, School Districts, State School District Relationship, *Student Enrollment, Transportation

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, Position Papers

Studies of school district organization generally include an examination of enrollments, average daily attendance, assessed valuation, potential and predicted growth rate, bonded indebtedness, school district boundaries, transportation, special services, and other factors, but little concern or attention is given to the business functions because it is difficult to grapple with the nebulous concept of service. In attempting to define school business management, any tabulation of the areas of responsibility would demonstrate the lack of systematic and disciplined treatment of school business management. The problem centers around proposing criteria and guidelines for the establishment of school districts which would make possible efficient and effective school business management with economy of operation; and which would give consideration to optimum criteria for varying geographic factors. This paper aims at identifying the problems of school business administration by analyzing those services best provided with economy and efficiency and consistent with accepted practices at attendance, area, district, regional, State, and multi-State levels. Primary consideration is given to a system of functional administrative units that would provide quality programs and services efficiently and economically, through the consolidation of services, or the centralization of various administrative functions whenever feasible. (Author)

ED 074 578 80 EA 004 698

Stephens, Robert E. Spiess, John

The Emerging Regional Educational Service Agency: The Newest Member of the Restructured State School System.

Pub Date Jun 68

Note—24p.; Chapter Twelve of EA 004 686

Available from—Not available separately; see EA 004 686

Document Not Available from EDRS.

Descriptors—Administrative Organization, Cost Effectiveness, *Educational Benefits, Educational Change, Educational Innovation, Educational Needs, *Equal Education, *Intermediate Administrative Units, *Organization, Regional Cooperation, School District Autonomy, *State School District Relationship

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, Position Papers, *Regional Educational Service Agency, RESA

The regional educational service agency (RESA) has a bright future because it (1) is the most feasible approach to overcoming existing inadequacies and providing equal educational opportunity, while protecting local control; (2) improves the structure of the State system; (3) permits greater efficiency and economy in the provision of many educational programs and services; (4) is consistent with major trends in both the public and the private sectors toward the area approach; (5) is supported by recent legislation or interest in many States in all parts of the country; (6) has the support of a number of professional organizations and agencies. The regional service agency in its newly emerging form is the product of efforts to meet new needs in education. (Author/JH)

ED 074 579 80 EA 004 699

Levine, Daniel U. Havighurst, Robert J.

Emerging Urban Problems and Their Significance for School District Organization in the Great Plains States.

Pub Date Jun 68

Note—44p.; Chapter Thirteen of EA 004 686

Available from—Not available separately; see EA 004 686

Document Not Available from EDRS.

Descriptors—*City Problems, Economic Disadvantage, Educational Planning, Equal Education, Financial Problems, Interagency Cooperation, *Intermediate Administrative Units, Local Government, *Metropolitan Areas, Population Growth, *School Districts, *School Organization

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, Position Papers, *School District Size

This paper attends to the question of just how large should school districts be if they are to play their proper roles in the development of metropolitan areas. The major conclusion centers around the concept that to conduct certain specific educational functions, intermediate districts should be formed which serve the entire metropolitan area in SMSA's no larger than those which exist in the four Great Plains States of Iowa, Missouri, Nebraska, and South Dakota. After taking steps to provide certain specified educational services on an area-wide basis, educators may need to work toward the reduction of the size of the central city school district in the larger metropolitan areas and the establishment of single metropolitan districts in the smaller ones. These decisions must be made explicitly in accordance with the need to reduce barriers that separate groups of people, to provide for socioeconomic diversity in each area unit, and generally to work at devising structures which can facilitate solutions to the most important emerging challenges in modern society. (Author/JH)

ED 074 580 80 EA 004 700

Gilchrist, Robert S. Mitchell, Edna

New Concepts on the Educational Horizon.

Pub Date Jun 68

Note—9p.; Chapter Fourteen of EA 004 686

Available from—Not available separately; see EA 004 686

Document Not Available from EDRS.

Descriptors—Administrative Organization, Curriculum Development, *Educational Change, *Educational Planning, Educational Research, *School Organization, *Social Problems, Teacher Education

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, Position Papers

Four dimensions in education provide a basis for discussing future horizons: (1) curriculum development, (2) teacher education, (3) administration and organization, and (4) research and development. These areas are interdependent, and one cannot be improved or changed without affecting the other areas. Within these areas, some of the broad changes being made that will mark the future of education are (1) the changing structure of education in terms of time spent in school, (2) classroom organization, (3) teacher roles, (4) recreation of the content and methods in curriculum, (5) revised administrative and organizational patterns, and (6) provisions for research and development. New and innovative facilities, advanced technical skills, and the knowledge now available will contribute markedly to future educational opportunities. However, immediate tasks for education are those created by the critical social problems of today, such as the problems inherent in poverty, discrimination, depersonalization, and urban sprawl. Solutions to these problems will be found as the weaknesses in education are eliminated through anticipated improvements. As new resources are utilized, in the construction of diverse, efficient, and humanized programs of education, many current social problems will be alleviated simultaneously. (Author/JH)

ED 074 581 80 EA 004 701

Miller, Floyd A.

Five Tough Questions.

Pub Date Jun 68

Note—3p.; Chapter Fifteen of EA 004

Available from—Not available separately; see EA 004 686

Document Not Available from EDRS.

Descriptors—Community Control, Educational Quality, *Intermediate Administrative Units, Local Government, *School District Autonomy, *School Organization, *School Redistricting, Speeches, State Aid, *State School District Relationship

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, *Nebraska, Position Papers

Five major problems have emerged out of the mobility of the Nebraska population. Declining populations in sparsely populated areas, the out-migration of young adults of child-bearing age, and a concern by the people of Nebraska for the future of their State have created an awareness of the facts and the need to come to grips with the problems and issues. The problems center around whether the State can afford to maintain its large number of school districts, the advisability of organizing school districts in unstable communities, the practicality of building intermediate service unit support on shifting boundary bases, the feasibility of continuing State support of county governments, and the need for local control to be correlated with local tax support and people. (Author/EA)

ED 074 582 EA 004 739

Schaffer, John G., Comp.

The Gresham Grade School District #4 Year-Round Plan. Community-School Planning and Implementation.

Gresham Grade School District 4, Ore.

Pub Date May 72

Note—179p.

EDRS Price MF-\$0.65 HC-\$5.58

Descriptors—Advisory Committees, *Cost Effectiveness, *Elementary Schools, Enrollment, *Extended School Year, School Calendars, School Community Cooperation, *School Schedules, Space Utilization, *Year Round Schools

Identifiers—*Gresham Grade School District 4, Oregon

This document describes the development and implementation of a year-round school program for the Gresham, Oregon, elementary school district. The 45-15 plan, which divides students into four groups and gives each group a three week vacation after every 45 class days, is modeled after the Valley View 45-15 Plan. The plan was initiated after increased enrollments and the failure of several district bond and tax elections had made increased use of existing facilities imperative. The first part of the document describes the historical beginnings of the problem -- bond issue defeats, enrollment trends, voter opinion, and alternative methods studied. The document then describes (1) the formation, activities, and recommendations of an advisory committee set up to help develop and implement a year-round program; and (2) school board action on the advisory committee recommendations. In the last two sections of the document can be found a school calendar, some information letters and sheets, and various newspaper articles about the program. (Charts and clippings may reproduce poorly.) (DN)

ED 074 583 EA 004 780

Butz, William P. Jordan, Paul L.

Population Growth and Resource Requirements for U.S. Education.

Rand Corp., Santa Monica, Calif.

Spons Agency—Commission on Population Growth and the American Future, Washington, D.C.

Report No—RAND-R-1033-CPG

Pub Date Feb 72

Note—99p.

Available from—Publications Department, Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (Order No. R-1033-CPG, \$3.00.)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Demography, *Educational Change, *Educational Finance, Educational Improvement, Educational Needs, *Educational Planning, Enrollment Influences, Enrollment Projections, Expenditure Per Student, Higher Education, *Population Growth, Population Trends, *Prediction, Preschool Education, Public Education, Resource Allocations, Student Teacher Ratio

Identifiers—*Educational Expenditures

This document describes how American education may be organized and operated three

decades hence and investigates the effects of population growth on the cost of providing this future schooling and on the number of instructional personnel it will require. Projections resulting from this research suggest that relatively more resources will probably go to the prekindergarten and elementary levels in the year 2000; many students will earn high school and college diplomas through instructional television and computer-assisted instruction; and college degrees will be earned with an average of 2 years' work after high school. This report also investigates the effects of population growth -- 2-child versus 3-child families -- on the cost of future schooling. The investigation also led to the conclusion that more rapid growth rate will lead to about 45 percent higher educational spending in the year 2000 and to relatively more spending at the prekindergarten and elementary levels. However, educational expenditures are deemed unlikely to rise as rapidly in relation to the gross national product (GNP) as they did between 1960 and 1970. (Author)

ED 074 584 EA 004 784

Benson, Gregory M., Jr.

Dissemination as a Process Component with Implications for Organizing a State Agency Dissemination Unit.

New York State Education Dept., Albany. Educational Programs and Studies Information Service.

Pub Date Dec 72

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, Evaluation, Federal Aid, Federal Programs, *Information Dissemination, Information Needs, *Information Services, Planning, *State Boards of Education, *State Departments of Education

This paper focuses on the dissemination function and explains how that function, in close cooperation with other State educational agency functions, can provide an orchestrated process through which educational needs might be met. The process outlined in this paper, the author contends, holds implications for State agency reorganization and a reassignment of resources. Besides maintaining a service function that draws on comprehensive national sources, the author maintains, the dissemination unit must have at least an abstract file, compatible with that in the ERIC system, containing all programs undertaken by the program offices and locally funded programs. Related documents are ED 031 821 and ED 061 428. (JF)

ED 074 585 EA 004 797

Coombs, Philip H. Hallak, Jacques

Managing Educational Costs.

Pub Date 72

Note—288p.

Available from—Oxford University Press, 200 Madison Avenue, New York, New York 10016 (Cloth \$7.50, Paper, \$1.95.)

Document Not Available from EDRS.

Descriptors—Books, *Cost Effectiveness, Educational Accountability, Educational Change, *Educational Economics, *Educational Finance, Educational Innovation, *Educational Planning, Operations Research, Program Budgeting, Program Effectiveness, *Resource Allocations

This study, based on research by UNESCO's International Institute for Educational Planning, deals with a prime contemporary problem, that of how to provide better education to more people in the face of tightening budgets, escalating costs, and educational conservatism. The authors contend that the imaginative use of cost analysis can be a powerful tool for facilitating changes and innovations in conventional educational arrangements and for making effective use of scarce educational resources. The aim of the book is to provide those directly responsible for managing education -- i.e., classroom teachers, local administrators and school board members, and State and national educational authorities -- with a clearer understanding of educational cost analysis and the important purposes it can serve. More specifically, the book seeks to explain why cost analysis has become imperative in these changing times, how educational costs behave as they do, how various educational systems and institutions have actually used cost analysis and with what results, how educational analysts can go about applying

cost analysis in their own institutions, and how decision makers can profit from the results. (Author/DN)

ED 074 586 24 EA 004 801

Baas, Alan M.

Acoustical Environments. Educational Facilities Review Series Number 16.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-8-0353

Pub Date Apr 73

Contract—OEC-0-8-080353-3514

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Acoustical Environment, Acoustic Insulation, *Acoustics, Building Design, Controlled Environment, *Literature Reviews, *Planning (Facilities), *School Buildings, School Environment

This review surveys documents and journal articles previously announced in RIE and CJIE that deal with the principles and techniques of sound transmission and control, particularly as they relate to school environments. School planners and administrators are advised that excessive acoustical insulation costs may be avoided by early decisions pertaining to site selection, arrangement of school buildings, and grouping of areas within the school. Nine of the documents surveyed are available from the ERIC Document Reproduction Service. (Author)

ED 074 587 24 EA 004 802

Baas, Alan M.

Thermal Environments. Educational Facilities Review Series Number 17.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-8-0353

Pub Date Apr 73

Contract—OEC-0-8-080353-3514

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Air Conditioning, Classroom Environment, Climate Control, *Controlled Environment, Cost Effectiveness, *Heating, Lighting, Lighting Design, *Literature Reviews, Planning (Facilities), *Thermal Environment

This review surveys documents and journal articles previously announced in RIE and CJIE that deal with climate control, integrated thermal and luminous systems, total energy systems, and current trends in school air conditioning. The literature cited indicates that selection of thermal systems must take into account long-term operating costs in addition to relative costs of available fuels. The review also notes that because of the national energy crisis, educators must examine the energy efficiency of each proposed system. A supplemental bibliography gives additional references, many of which are technically oriented and may be of more interest to the architect and the school engineer than to the administrator. Ten of the documents reviewed are available from the ERIC Document Reproduction Service. (Author)

ED 074 588 24 EA 004 805

Barracough, Terry

Administrator Evaluation. Educational Management Review Series Number 15.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-8-0353

Pub Date Apr 73

Contract—OEC-0-8-080353-3514

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, *Administrator Evaluation, Educational Accountability, Evaluation, *Evaluation Criteria, *Evaluation Methods, Evaluation Needs, *Literature Reviews, Principals, Salaries, Supervisors

Evaluation of educational administrators is an outgrowth of the increasing complexity of school operations and the multiplying responsibilities of the administrators. Recent literature recommends evaluation procedures designed to measure an administrator's performance in executing specific

42 Document Resumes

tasks and his approximation to specific goals. Several documents cited in this review offer criticisms of existing instruments and procedures and proffer suggestions for the implementation of new evaluation programs. Other documents deal specifically with evaluation as an aspect of accountability or as a basis for salary considerations. Nine of the documents reviewed are available from the ERIC Document Reproduction Service. (Author)

ED 074 589 EA 004 835
Results of Tax, Bond and Loan Elections in California School Districts, 1971-1972.

California Association of School Administrators, Burlingame.; California Teachers Association, Burlingame.

Report No.—CTA-R-Bull-266

Pub Date Sep 72

Note—45p.

Available from—California Teachers Association, 1705 Murchison Drive, Burlingame, California 94010 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bond Issues, Bulletins, *Educational Finance, Political Issues, *School Budget Elections, *School Support, *School Taxes, *Statistical Data, Tables (Data), Tax Support, Voting

Identifiers—*California

The bulletin presents in tabular form the results of the sixth annual joint survey of 1971-72 tax, bond, and loan election results for the State of California. The first two tables report the results of tax elections and the results of bond or loan elections. In each table, the counties are reported alphabetically, with districts within each county that had a tax, bond, or loan election being likewise reported alphabetically. The appendices provide summary tables showing the tax and bond election results by counties for the past five years and the loan election results for the year 1971-1972. During the 1971-72 school year, 164 school districts held 190 tax elections of which 50 percent were successful. Ninety-four districts held 113 bond elections of which 21.2 percent were successful. Fourteen school districts held a total of 16 elections called to authorize State loans for school construction with 37.5 percent of these elections being successful. (Author/DN)

ED 074 590 EA 004 855

Alternatives in Education: A Regional Practicum. Southeast Asian Ministers of Education Organization (Singapore). Regional Center for Educational Innovation and Technology.

Report No.—INNOTECH-RP-7

Pub Date Oct 72

Note—237p.; Papers presented at SEAMEO Regional INNOTECH Center Practicum (Singapore, April 24-28, 1972.)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Alternative Schools, *Conference Reports, Curriculum Development, Developing Nations, Educational Change, *Educational Innovation, Educational Objectives, *Educational Planning, Educational Problems, Educational Programs, *Educational Strategies, Educational Technology, Simulation, Systems Approach, Teaching Methods

Identifiers—Educational Alternatives, *Southeast Asia

This document contains ten working papers on educational alternatives, which were presented at a regional conference attended by 24 educational decisionmakers from eight Southeast Asian countries. The papers touch on such topics as the systems approach to alternatives, alternative objectives, the technology of education, alternative teaching methods, curricular alternatives, evaluation of alternatives, in- and out-of-school alternatives, and a regional approach to the development of alternatives. Also included is a report on a simulation held at the conference in which the participants planned an educational system for a fictitious Southeast Asian country. The appendices include the program schedule, a list of participants, the opening addresses, and a press release about the conference. Summaries of all papers can be found at the beginning of the report. (DN)

ED 074 591 EA 004 857

Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume I: Introduction and Methodology.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—AAI-72-87

Pub Date 22 Dec 72

Contract—OEC-0-71-3714

Note—143p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Career Opportunities, *Case Studies, Early Childhood Education, *Educational Change, *Educational Innovation, *Educational Programs, Methodology, Program Descriptions, Program Evaluation, *Research Methodology, School Personnel, Special Education, Teacher Education

Identifiers—Facet Analysis, *National Center Improvement Educational Systems, NCIES

This is the first of five documents comprising a report on the problem of innovation and change in the context of projects supported by the National Center for the Improvement of Educational Systems (NCIES). The presentation begins with a report about educational change. It is a summary of case studies of 13 selected projects supported by eight NCIES programs. This portion of the report is intended to supply policy-relevant information to decisionmakers within the educational profession. It includes a discussion of the processes of institutional change: the structural characteristics of selected colleges, universities, and local school systems involved in varying degrees in cooperative training activities; and the aspects of selected project designs associated with efforts to achieve significant and effective changes in the goals and organizations of educational institutions. It also reports on how innovations are implemented by institutions and incorporated into educational practices. A second section discusses the rationale for the case study methodology employed in the project. An extensive annotated bibliography is included. Related documents are EA 004 857, EA 004 858, and EA 004 860. (Author/DN)

ED 074 592 EA 004 858

Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume IIA: Case Studies.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—AAI-72-88

Pub Date 22 Dec 72

Contract—OEC-0-71-3714

Note—190p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Career Opportunities, *Case Studies, Early Childhood Education, *Educational Change, *Educational Innovation, *Educational Programs, *Program Descriptions, Program Evaluation, School Personnel, Special Education, Teacher Education, Teachers

Identifiers—*National Center Improvement Educational Systems, NCIES

This is the second of five documents compiled to report on the problem of innovation and change in the context of projects supported by the National Center for the Improvement of Educational Systems (NCIES). This document consists of 13 case studies of eight NCIES programs: Career Opportunities, Teacher Corps, School Personnel Utilization, Early Childhood, Special Education, Educational Leadership, and Training Teacher Trainers. All of the case studies touch on project goals; project organization and management; communication of skills and knowledge to trainees; trainee selection, screening, and recruitment; establishment of relations with local education agencies; and utilization of the resources of institutions of higher education. Summaries of the project according to these categories appear in the document following the case studies themselves. Related documents are EA 004 857 and EA 004 860. (Author/DN)

ED 074 593 EA 004 860

Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume III: Results and Policy Recommendations.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date 22 Dec 72

Contract—OEC-0-71-3714

Note—173p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Career Opportunities, *Case Studies, Early Childhood Education, *Educational Change, *Educational Innovation, Educational Programs, Methodology, Program Descriptions, *Program Evaluation, *Research Methodology, School Personnel, Special Education, Teacher Education, Teachers

Identifiers—*National Center Improvement Educational Systems, NCIES

This is the third of five documents compiled to report on the problem of innovation and change in the context of projects supported by the National Center for the Improvement of Educational Systems (NCIES). This volume discusses the variables and analytic procedures used, the study findings, the policy recommendations coming from the study, and implications from the study for educational innovations. Also examined are the relations of the project to institutions of higher education, the organizational characteristics of the project, the project's training curriculum and practicum, the relations of the trainees to the project, and the relation of the project to local education agencies. Related documents are EA 004 857 and EA 004 858. (Pages 44-50 of Appendix A may reproduce poorly.) (Author/DN)

ED 074 594 EA 004 861

Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume IV: Career Opportunities Program Impact Evaluation (COP).

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—AAI-72-88

Pub Date 22 Dec 72

Contract—OEC-0-71-3714

Note—83p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Case Studies, *Disadvantaged Groups, *Federal Programs, *Program Evaluation, Teacher Aides, *Teacher Education, Teacher Education Curriculum, Teacher Integration, Teacher Interns, *Teacher Programs, Teacher Selection

Identifiers—*Career Opportunities Program, COP, National Center Improvement Educational Systems, NCIES

This is the fourth of five documents compiled to report on the problem of innovation and change in the context of projects supported by the National Center for the Improvement of Educational Systems (NCIES) and the first in a series of two documents that examine in detail the Career Opportunities Program (COP) and its effects on COP aides, students, and the institutions involved. The first part of this document contains the summarized results of the research efforts conducted under NCIES sponsorship. An extensive appendix describes in detail the methodology of the study, including operational procedures, instruments, and field procedures. A related document is EA 004 862. (Author)

ED 074 595 EA 004 862

Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume V: Appendix. Career Opportunities Program Impact Evaluation (COP).

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—AAI-72-88

Pub Date 22 Dec 72

Contract—OEC-0-71-3714

Note—190p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Case Studies, *Disadvantaged Groups, Evaluation Methods, Evaluation Techniques, *Federal Programs, Methodology, *Program Evaluation, Teacher Aides, *Teacher Education, Teacher Education Curriculum, Teacher Integration, Teacher Interns, *Teacher Programs, Teacher Selection

Identifiers—*Career Opportunities Program, COP, National Center Improvement Educational Systems, NCIES

This is the last of five documents compiled to report on the problem of innovation and change in the context of projects supported by the National Center for the Improvement of Educational Systems (NCIES) and the second of two documents that examine in detail the Career Opportunities Program (COP) and its effects on COP aides, students, and the institutions involved. Included in this document are discussions on survey design, the development of achievement tests, and the development of a student opinion questionnaire. Copies of all surveys and tests are included. A related document is EA 004 861. (Page 142 may reproduce poorly.) (Author/DN)

ED 074 596 EA 004 867
Barro, S. M.

Theoretical Models of School District Expenditure Determination and the Impact of Grants-in-Aid. Rand Corp., Santa Monica, Calif.

Spons Agency—Ford Foundation, New York, N.Y.

Report No—R-867-FF

Pub Date Feb 72

Note—85p.

Available from—Communications Department, Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Budgeting, City Problems, Decision Making, *Educational Finance, Educational Planning, Equalization Aid, Expenditures, Family Income, Federal Aid, *Models, Property Taxes, *School Districts, *School District Spending, State Aid, State Federal Aid, *Taxes, Tax Support

These models are based on the concept that school district decisionmakers seek an optimum balance between education program levels and tax burdens imposed on the community, subject to a budget constraint. A model is derived in which spending depends positively on community income and lump-sum grants and negatively on the relative price of educational inputs, the pupil/household ratio, and the local share of matching grants. Extensions take account of nonschool taxes, the composition of the property tax base (residential vs. business property), equalization features of State aid formulas, categorical grants, and enrollment growth. Since the models include lump-sum aid, matching aid, and interactions between them, they are potentially useful for selecting optimal aid formulas for accomplishing a grantor's objectives. Explicit functional forms of the expenditure relationships are developed and variants of the model that can be tested with different data bases are described. (Author)

ED 074 597 EA 004 896

Levin, Betsy And Others

Paying for Public Schools. Issues of School Finance in California.

Urban Inst., Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.; President's Commission on School Finance, Washington, D.C.; Richard King Mellon Foundation, Pittsburgh, Pa.

Report No—UI-101-2-725-1

Pub Date Apr 72

Note—63p.

Available from—Publications Office, the Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (\$1.00)

Document Not Available from EDRS.

Descriptors—*Comparative Statistics, Educational Economics, *Educational Finance, *Educational Legislation, Institutional Research, Legislation, *Public School Systems, Rural School Systems, School Districts, School District Spending, *School Support, School Taxes, Statistical Data

Identifiers—*California, Economic Efficiency, Economic Equity, Revenue Sharing

This publication offers interested citizens of California a brief analysis of the problems the State faces in financing its public school system, a brief presentation of general financing alternatives, and a look at legislative measures which have been proposed or are being proposed to implement these alternatives. The research that produced these findings was concentrated heavily on the analysis and comparison of individual school districts in California, and was rooted in a detailed examination of school financing arrangements in nine States that enroll 29 percent of the nation's public school students. For purposes of

the study, 146 selected districts were sorted into central city, slow-growing suburban community, fast-growing suburban community, smaller city, and rural. Study results indicate that school finance reform is an enormously complex issue; and any satisfying, long range resolution of the numerous problems hinges on many factors. A conclusion derived from the detailed analyses suggests that current debate on financing education should be based on something more than a simple redistribution of revenues or the transferring of tax burdens from one level of government to another. The study also endeavors to describe and evaluate some of the crucial economic and political ingredients involved in redressing the inequalities in the present school finance system pointed up by the recent Serrano vs Priest decision. (Author/DN)

ED 074 598 EA 004 906
D'Oyley, Vince

A Few Issues and Ideas in Replanning Education.

Pub Date 72

Note—16p.; Abstracted from speech given before International Society of Educational Planners Annual Conference (2nd, Atlanta, Georgia, June 18-20, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Committees, Cost Effectiveness, *Educational Accountability, *Educational Change, *Educational Finance, Educational Objectives, *Educational Planning, Educational Practice, Models, Organization, Policy Formation, *Resource Allocations, Speeches

Identifiers—Canada, Weber (Max)

Educational planning involves both the notions of ordering any unordered educational system and that of replanning an institutional and policy framework according to new criteria. Planning refers to that situation where there are relatively few or no constraints on the planning process from existing educational institutions or current policy process. There is always a tension between the emergence and definition of new educational goals in answer to certain problems and the existing institutions and practices. One of the major tasks of educational planners is to try to resolve this tension. Educational replanning, on the other hand, is that educational planning necessitated by new, often unanticipated demands—demands subject to various kinds of economic, political, and social constraints as well as the constraints presented by previous planning decisions. When replanning sets or helps to set new goals and objectives for the educational process, it is innovative; and when criteria, methods, and policies are revised in order to achieve accepted goals and objectives in the light of changing circumstances, it is reconstructive. The techniques of the committee and the ingenuity and strategem of the lone thinker are two models that have been of prime importance in ensuring effective educational planning. (Author)

ED 074 599 EA 004 925

Heimsath, Clovis B.

Systems and the Changing Architectural Practice.

Pub Date 1 Nov 72

Note—11p.; Paper presented at INBEX Annual Meeting (3rd, Louisville, Kentucky, October 31-November 2, 1972.)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Architects, Architectural Education, *Architecture, *Building Design, Building Innovation, Building Plans, *Component Building Systems, *Speeches, *Systems Approach

Identifiers—*Systems Building

The architecture profession needs to employ systems building design in order to raise the rate of productivity and performance in construction. Changes have been made in architecture educational programs that recognize the shift in the role of the architect from design genius to building production manager. Systems design has led to changes within the architectural organization, including a more highly structured organization composed of a team capable of management decisions and an organization capable of offering a complete package of services to the client. Also presented are data indicating that the U.S. Government has made a major shift toward systems building and that other big builders are following suit. (Author/DN)

ED 074 600 EA 004 926
Sexton, Ronald P., Ed. Cox, Charlotte P., Ed.
New Organizational Patterns and Delivery Systems.

Oregon Univ., Eugene. Dept. of Special Education.

Spons Agency—National Consortium of Universities Preparing Administrators of Special Education.

Pub Date Jan 72

Note—146p.; Speeches presented at National Conference for Special Education Administrators (University of Oregon, Eugene, Oregon, May 6-8, 1970.)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administrative Personnel, Diagnostic Teaching, Differentiated Staffs, *Educational Accountability, *Educational Change, Educational Innovation, Education Vouchers, Handicapped Students, Individualized Instruction, Instructional Technology, Integrated Curriculum, Organizational Change, Performance Contracts, *Relevance (Education), School Organization, *Special Education, Speeches, Systems Analysis

The document reproduces the eleven keynote addresses given at a conference on special education. The presentations centered on such topics and issues as accountability, relevance, integration of subsystems, individualized instruction, diagnostic-prescriptive teaching, systems analysis, instructional technology, differentiated staffing, creativity in the classroom, and voucher systems. Three current themes running through each of the presentations were those of accountability, relevance, and integration of the handicapped. (Author/DN)

ED 074 601 32 EA 004 938

Title I. Elementary and Secondary Education Act in Rhode Island. Sixth Annual Evaluation, Fiscal Year 1970-71.

Rhode Island State Dept. of Education, Providence.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

Pub Date [71]

Note—143p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, Community Involvement, *Compensatory Education, *Disadvantaged Youth, Federal Aid, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, Parochial Schools, Program Costs, *Program Evaluation, *Reading Programs, Statistical Data, Student Characteristics, Teacher Aides, Teacher Education, Test Results

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, Rhode Island

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and appraises the public and the legislature of program outcomes. This report is based on the individual evaluations prepared by 40 local education agencies operating Title I programs. During 1970-71, 15,993 children participated in Title I projects in the State at an expenditure per student of \$230.81. Data included in the report include those on basic State statistics on enrollment and expenditures; grade placement, racial characteristics, and nonpublic school enrollment of the children served by the programs; program characteristics; and an evaluation of the reading program. In addition to the conclusions drawn, recommendations are made for future programs. Related documents are ED 053 468 and ED 054 283. (MLF)

ED 074 602 24 EA 004 939

Coughlan, Robert J. And Others

An Assessment of a Survey Feedback-Problem Solving-Collective Decision Intervention in Schools. Final Report.

Northwestern Univ., Evanston, Ill.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-0-E-105

Pub Date Sep 72

Grant—OEG-5-70-0036(509)

Note—197p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Organization, *Decision Making, *Educational Research, Feedback, Intervention, Models, *Organizational Development, *Power Structure, Problem Solving, *Public Schools, Teacher Attitudes, Teacher Participation, Work Environment

Identifiers—*Collective Decision Making

This report presents a theoretical model and a practical guide for a survey feedback-problem solving-collective decision intervention in educational systems. The intervention focuses on work roles and relationships; job function, authority, and communication patterns; and on reviewing group progress and problems. One objective of the strategy is to superimpose complementary collective decision structures over the existing authority structure of the school. An experimental design was employed in the study to evaluate the effects of the intervention on teacher attitudes toward important aspects of their work environment and on faculty perceptions of collective decision processes in the schools. To assess the impact of the intervention, 24 schools in northern Illinois were assigned randomly to four treatment conditions: (1) SF-PS, which incorporates teacher collective decision structures; (2) survey feedback only; (3) pretest-posttest controls; and (4) posttest only controls. Elected faculty members were trained to lead the SF-PS sessions, provided a standardized attitude survey questionnaire for feedback, and assisted in establishing collective structural configurations in the full treatment schools. Questionnaire data indicated that the intervention brought about significant favorable changes in faculty attitudes in the experimental schools. (Figure 4.1 on page 37a may reproduce poorly.) (Author/DN)

ED 074 603 24 EA 004 940

Wilensky, Gail

Reforming the Title I Distribution Formula.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Office of Special Concerns.

Bureau No—BR-1-8027

Pub Date [72]

Contract—OEC-0-70-5109

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Census Figures, *Compensatory Education, Economically Disadvantaged, *Educationally Disadvantaged, Educational Needs, Equalization Aid, Expenditure Per Student, Federal Aid, Federal State Relationship, *Incentive Grants, *Program Development, Tables (Data), Teacher Salaries, Underachievers

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, Variable Matching Programs

The purpose of the Title I program of the Elementary and Secondary Education Act is to provide for the special educational needs of educationally disadvantaged children. This paper discusses one of the key fiscal issues in the reform of Title I -- the design of the distribution formula. The paper focuses on the specification of the grant. The existing program is outlined, ways in which the definition of "disadvantaged" is of critical importance to the functioning of the program are discussed, and adoption of the Social Security Administration's poverty line is proposed. The existing and proposed improvements in calculating the level of compensatory expenditure per eligible child allocatable to each State are discussed. It is suggested that State payments be adjusted to reflect teacher costs. The grant specification section considers the advantages of a matching program as well as the incentive structure of the present program. Finally, an alternative proposal is evaluated. (Author/MLF)

ED 074 604 24 EA 004 956

Keely, Charles B. And Others

Teacher Characteristics and Collective Bargaining Militancy.

Pub Date Feb 73

Note—41p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, Analysis of Variance, *Collective Negotiation, Economic Status, *Educational Research, Ethnic Origins, Models, *Political Affiliation, Religious Differences, Sex (Characteristics), Teacher Associations, Teacher Attitudes, *Teacher Background, Teacher Characteristics, *Teacher Militancy, Teachers, Teacher Strikes

Identifiers—AID, Automatic Interaction Detection

An attempt to develop a predictive model of teacher militancy using the Automatic Interaction

Detection technique is described. By employing teacher background characteristics and attitudes toward teaching, the resulting model explains a significant amount of the variation in the degree of teacher militancy in a medium size, mid-western city with an NEA affiliate as a collective bargaining agent. In addition to model development, the findings of this study seriously question the often assumed proposition that union militancy is inimical to the professional status of teachers. (Author)

ED 074 605 24 EA 004 957

Milstein, Mike M.

State Education Agency Planning: Impact of Federally Funded Programs.

Pub Date 1 Mar 73

Note—29p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Objectives, *Educational Planning, Educational Research, *Federal Aid, Federal Programs, *Federal State Relationship, National Surveys, Program Planning, *State Boards of Education, *State Departments of Education

Identifiers—Needs Assessment

The purpose of the study was to establish perceptions of selected groups about the impact of Federal programs planning activities of State Education Agencies (SEAs). OE administrators and SEA administrators, local school district administrators, and professors of educational administration in 18 States were mailed a 31-item survey instrument. Results of the survey indicate that SEA planning is constrained by the late passage and funding of Federal programs as well as the SEA's own insufficient needs assessment, objective setting, and long-range planning. Variations existed when SEAs were subgrouped according to size, geographical region, and elected versus appointed superintendents. (Author)

ED 074 606 24 EA 004 959

Maltby, Gregory P., Ed. And Others

Restructuring School Finance. Legal and Financial Implications of the Serrano Case for the State of Oregon.

Pub Date 14 Apr 72

Note—154p.; Papers prepared for presentation at special meeting of educators, administrators, legislators, and attorneys (Eugene, Oregon, April 14, 1972)

Available from—Continuing Education Publications, Waldo Hall 100, Corvallis, Oregon 97331 (\$6.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Conference Reports, *Court Cases, *Educational Finance, Educational Legislation, *Equal Education, Equalization Aid, Expenditure Per Student, Foundation Programs, *Property Taxes, School Taxes, State Aid, *State Legislation, Tax Rates

Identifiers—Oregon, *Serrano

The format of this monograph follows essentially the arrangement of the day-long conference on Serrano vs. Priest: a major paper presentation, followed by a panel of three respondents, and subsequent general discussion involving the audience and conference participants. The editors have attempted to provide both the formal and the extemporaneous remarks of the speakers. The speakers and their topics are: (1) John E. Coons, "An Appraisal on Serrano"; (2) Robert Winger, "Can Serrano v. Priest Be Adopted in Oregon"; (3) David B. Frohnmayer, "The Constitutional Doctrine of Serrano v. Priest"; (4) Laird Kirkpatrick, "The Poor View Serrano"; (5) Charles S. Benson, "Serrano and State Legislatures: Issues of Equality, Quality, and Household Choice"; (6) Richard A. Munn, "Alternative Financial Structures for Oregon Public Education"; (7) Jason Boe, "Serrano, the Oregon Legislature, the Governor's Proposal, the Alternatives and the Dilemma"; and (8) John Edmundson, "Equality, Quality and Household Choice." Appendixes contain (1) a first appraisal of Serrano by John E. Coons, William H. Clune, III, and Stephen D. Sugarman; (2) the complete text of the Serrano decisions; and (3) brief summaries of similar cases in other States. (Author/JF)

ED 074 607 24 EA 004 965

Barracough, Terry

Management Styles. Educational Management Review Series Number 17.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-8-0353

Pub Date May 73

Contract—OEC-0-8-080353-3514

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Attitudes, Administrator Background, *Administrator Role, Educational Administration, *Leadership Styles, *Literature Reviews, Management, *Organizational Climate, *Principals, Role Perception, Role Playing, Teacher Administrator Relationship

Management style is a major factor in the successful accomplishment of the many tasks required of an educational administrator. An administrator's leadership style develops in proportion to his adaptation to organizational structure, his personality and value system, his concept of personal success, experiences both in and out of his managerial capacity, and the role expectations as perceived by others. The resulting style, in turn, greatly influences the school and its personnel. Research indicates that administrators must be subordinate-centered and that, given the problem-oriented nature of modern school organizations, they must be adaptive. Documents cited in this review examine in detail the determinants and influences of managerial style. The review concludes with specific recommendations of particular management styles. Sixteen of the documents surveyed are available from the ERIC Document Reproduction Service. (Author)

ED 074 608 24 EA 004 966

Mellor, Warren

Nongraded Schools. Educational Management Review Series Number 16.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-8-0353

Pub Date Apr 73

Contract—OEC-0-8-080353-3514

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Case Studies, *Literature Reviews, *Nongraded Classes, Nongraded Primary System, *Nongraded System, Ungraded Classes, Ungraded Curriculum, Ungraded Elementary Programs, *Ungraded Primary Programs, Ungraded Programs, *Ungraded Schools

Procedures that have been developed for switching from a graded to a nongraded pattern of school organization have frequently failed to live up to their expectations. There appears to be a need for more clearly defined procedures and purposeful innovation as distinct from change for its own sake. Nongrading should serve to provide alternative learning environments for the student rather than to facilitate the roles of the teacher and the administrator. The literature in this review challenges each school to implement the basic concept by devising those methods particularly suited to its situation. Guides to the implementation process emphasize the central role of administrative leadership. Several case studies show how schools have worked with the challenge of nongrading. (Author)

ED 074 609 24 EA 004 968

Baas, Alan M.

Site Selection. Educational Facilities Review Series Number 18.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-8-0353

Pub Date May 73

Contract—OEC-0-8-080353-3514

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attendance, Case Studies, City Planning, Costs, Evaluation Criteria, Land Acquisition, *Land Use, *Literature Reviews, Models, *Planning (Facilities), Public Schools, *School Zoning, *Site Selection

This review surveys literature previously announced in RIE and CUE pertaining to site selection for elementary and secondary schools. Many of the documents cited identify typical site standards and discuss their relationship to site selection techniques. Other documents describe methods for predicting land costs, establishing attendance areas, and integrating school locations with city planning. The literature stresses the need for coordinating information at all decision-making levels for facilities planning as well as site selection; and observes that, as placement and use of new schools become increasingly matters of public discussion, those criteria pertaining to school-community interaction can be expected to figure prominently in the site selection process. (Author)

ED 074 610 EA 004 969
Reid, Marilyn J.

A Description of Charles Dickens Annex, 1971-72. Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation. Pub Date Oct 72

Note—38p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aphasia, Classroom Furniture, *Cross Age Teaching, *Educational Environment, Flexible Scheduling, *Integrated Activities, *Kindergarten, Open Plan Schools, Parent School Relationship, Photographs, *Primary Education, Program Descriptions, School Expansion, Self Actualization, Student Teacher Relationship

Identifiers—Family Grouping, Integrated Day

A primary annex, built to relieve overcrowding, is attended by children registered in kindergarten through grade 3. The building consists of an open area organized into a number of learning centers plus three closed classrooms. The school's program is based on two concepts adapted from the British Infant School system: (1) family or vertical grouping and (2) the integrated day. Family grouping divides the children into five parallel groups with similar numbers of children of each age level in every group. In an integrated day system the school offers a wide variety of creative, intellectual, artistic, and physical activities. Each child selects from the school's offerings to meet his own personal interests. Subject matter and time are not compartmentalized as in a traditional school. (MLF)

ED 074 611 EA 004 970
Hints for Survival in Open Plan Schools.

Metropolitan Toronto School Board (Ontario).

Study of Educational Facilities.

Pub Date Mar 73

Note—15p.

Available from—Metropolitan Toronto School Board, Study of Educational Facilities, 155 College Street, Toronto, Canada (\$1.00 Quantity Discounts)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Policy, *Flexible Facilities, Interpersonal Relationship, *Open Education, *Open Plan Schools, Teaching Models, *Teaching Techniques, Team Teaching

This pamphlet attempts to encourage teachers and principals, currently operating in open plan schools, to define their own problems and to rely on their own perceptions and judgments in arriving at solutions. The content is also designed to help teachers (who are contemplating going into the flexible space of an open plan school for the first time) understand the variety of situations that may face them. The information was gathered largely through extensive interviews in open space schools in and around metropolitan Toronto; and indicates the tremendous variety of open plan schools (in metro) in terms of administration, teaching styles, and facility arrangements. (Author/MLF)

ED 074 612 EA 004 971

Oswalt, Felix E.

Computerized Maintenance for Memphis Schools.

Pub Date 64

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, Cost Effectiveness, *Equipment Maintenance, *Management Systems, Manuals, Planning, Quality Control, *Repair, *School Maintenance, Statistical Data

Identifiers—Memphis School District

As a result of a survey made to identify and classify the emergency repairs being made in the Memphis Public Schools, an "Emergency Repair Manual" was developed to provide the basic guidelines and information required to obtain maximum benefits from 2-way radio with select call and paging provisions. Each emergency is coded on the emergency log and this code is recorded on a mark sense card for compiling statistical information in the Memphis Board of Education computer center. Monthly, semi-annual, and annual statistical reports identify frequently recurring problem areas requiring administrative action, either at an individual school or systemwide. This computerized school maintenance program is improving service, simplifying planning, and saving money. (Author/MLF)

ED 074 613 EA 004 972
Gardner, John C., Ed.

Programmed Cleaning and Environmental Sanitation.

Soap and Detergent Association, New York, N.Y. Pub Date 71

Note—67p.; Revised edition of "Building and Equipment Sanitation Maintenance" (1957), by J. Lloyd Barron and Albert J. Burner. Available from—The Soap and Detergent Association, 475 Park Avenue South, New York, New York 10016 (\$2.00, prepaid)

Document Not Available from EDRS.

Descriptors—*Building Operation, *Carpeting, *Cleaning, Cost Effectiveness, Costs, Custodian Training, Equipment Maintenance, Flooring, Merchandise Information, *Sanitation Improvement, Scheduling, *School Maintenance

Identifiers—*Sanitation Management

Maintenance of sanitation in buildings, plants, offices, and institutions; the selection of cleaning materials for these purposes; and the organization and supervision of the cleaning program are becoming increasingly complex and needful of a higher cost of handling. This book describes these problems and gives helpful information and guidance for their solution. A 34-item bibliography, a list of trade associations related to institutional environmental sanitation, and an index complete the document. (Author/MLF)

ED 074 614 EA 004 979

Barr, Richard H.

Expenditures and Revenues for Public Elementary and Secondary Education, 1970-71.

National Center for Educational Statistics (DHEW/OE), Washington, D.C. Elementary and Secondary Surveys Branch.

Report No.—DHEW-Pub-No-OE-73-11407

Pub Date 73

Note—26p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.40 or \$0.25 GPO Bookstore)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attendance Services, Average Daily Attendance, Building Operation, Costs, *Educational Finance Expenditure Per Student, *Expenditures, Federal Aid, Federal Programs, Health Services, *Income, *Public Schools, School Funds, School Maintenance, State Aid, *Statistical Data, Student Transportation, Tables (Data)

Local education agencies expended 36.5 billion for current operations for public elementary and secondary education for the 1970-71 fiscal year. This amount represents an increase of 12.7 percent over the 1969-70 fiscal year. Data for this report were furnished by the State education agencies, and were used to establish the "average per pupil expenditure in a State" as required under Public Laws 81-874 and 89-10 for administration of Title I, ESEA. This report has been expanded and includes data on revenues by source and those expenditure data that have been traditionally included in historical series of public school expenditure reports. A related document is EA 004 958. (Author/MLF)

ED 074 615 95 EA 005 000

Gaskell, William G.

The Development of a Leadership Training

Process for Principals. Final Report.

Central Washington State Coll., Ellensburg.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.—BR-1-J-019

Pub Date Jan 73

Contract—OEC-X-71-0015(057)

Note—59p.; Cooperative Washington Education Center Project

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, Administrator Guides, Communication (Thought Transfer), Force Field Analysis, *Inservice Programs, *Leaders Guides, Leadership, Leadership Styles, *Leadership Training, *Management Development, Meetings, Models, Objectives, Organizational Climate, *Principals, Problem Solving, Public Schools

Ten elementary and secondary school principals worked with the project director and consultants to select and develop instruments, procedures, and experiences that would help principals become more effective in their leadership roles. On the basis of the experiences gained from the five general workshops and the field trials, the project principals developed a package of instruments and procedures they believed to be of significant value to all school principals and administrators. This document describes the development of the package and evaluates the success of the project. Topics considered in the package include leading effective meetings, communicating with others, organizational style, establishing objectives, time stewardship, and problem solving using force field analysis. The learning package for principals is included in the appendix. (Author/DN)

ED 074 616 EA 005 008

The School Board President. Guidelines for Better Board Meetings.

Pennsylvania School Boards Association, Inc., Harrisburg.

Pub Date Dec 72

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Board Administrator Relationship, *Board of Education Policy, Board of Education Role, *Boards of Education, Community Involvement, *Decision Making, Guidelines, Policy Formation, Public Relations, Superintendent Role, *Superintendents

Identifiers—*Board of Education Meetings

This report contains articles that provide guidelines for running board of education meetings and discusses the roles of superintendents and boards in decision making. The articles discuss (1) the public relations value of well-run board meetings, (2) the importance of following good parliamentary procedure, and (3) the preparation and dissemination of board meeting agendas. The responsibilities of superintendents and boards are also discussed. (JF)

ED 074 617 EA 005 011

Webster, Joan M.

Performance Contracts -- Success or Failure. Contract Learning Projects, Grand Rapids Public Schools, 1970-72.

Pub Date Nov 72

Note—29p.; Paper presented at Minnesota School Facilities Council Annual Symposium (7th, Minneapolis, Minnesota, November 1-3, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Behavior Change, *Educational Accountability, *Evaluation, Incentive Systems, Mathematics Instruction, Paraprofessional School Personnel, *Performance Contracts, Reading Improvement, Reading Programs, Testing, *Test Results

Identifiers—Grand Rapids

This report evaluates the Grand Rapids Public School (GRPS) experience with performance contracting. The report describes the first two years of the GRPS performance contracting experience, assesses the accomplishments of those two years, and describes the third year (1972-73) program. The author concludes that the contracts were successful and presents the reasons given by Grand Rapids personnel for labeling them successful. As a result of the findings, the Contract Learning Projects Office strongly recommended the development of a teacher support program that will couple the student needs assessment with student learning patterns to prescribe an individualized course of study for students. (JF)

ED 074 618 EA 005 012

School Board Policies on Leaves and Absences. Educational Policies Development Kit.

National School Boards Association, Watford,

Conn. Educational Policies Service.

Pub Date Mar 73

Note—34p.

Available from—National School Boards Association, State National Bank Plaza, Evanston, Illinois 60201. (Kit #73-13, 1-3 kits \$2.00 each, Quantity Discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Board of Education Policy, Boards of Education, *Leave of Absence, *Personnel Policy, *Policy Formation, Sabbatical Leaves, Teacher Exchange Programs, *Teacher Welfare

Identifiers—*Maternity Leaves

This report provides board policy samples and other policy resources on leaves and absences. The intent in providing policy samples is to encourage thinking in policy terms and to provide working papers that can be edited, modified, or adapted to meet local requirements. Topics covered in the samples include (1) sick leave, (2) maternity leave, (3) professional improvement leave, (4) personal leave or absence, (5) professional growth leaves of absence and sabbaticals, (6) conferences and visitations and (7) exchange teaching. (Author/JF)

ED 074 619 EA 005 017

McClure, Robert M.

Decision Making at the Institutional Level.

Pub Date Mar 73

Note—11p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Influence, *Curriculum Development, *Curriculum Planning, *Decision Making, Educational Objectives, *Educational Research, Models, Objectives, Organization, Principals, Teacher Administrator Relationship, Teacher Attitudes, *Teacher Participation

An analysis of data from two studies and reviews of selected literature are used to describe (1) problems of decision making at the institutional level; (2) those decisions now being made at inappropriate levels according to criteria generated by the data; and (3) alternative forms of decision making, including change strategies. Data selected for inclusion pertain to the following areas: process of faculty adaptation of models for curricular decision making; organizational forms promoting wide teacher involvement in decision making; teacher attitudes about participation; small group norms, levels of commitment, and cohesion; and procedures, processes, and products typically used by faculty groups embarking on institutional tasks. (Author)

ED 074 620 EA 005 019

Conaway, Larry E.

Some Implications of the National Assessment

Model and Data for State and Local Education.

Research Triangle Inst., Durham, N.C. Statistics

Research Div.

Pub Date 26 Feb 73

Note—16p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Educational Objectives, Educational Research, *Evaluation, Evaluation Methods, *National Norms, National Surveys, Standardized Tests, *Testing

Identifiers—*Assessment, National Assessment

The National Assessment of Educational Progress is encouraging the interpretation of its data to make them more useful for local educators, and is facilitating the adaptation of NAEP procedures to State and local assessment programs. The Department of Utilization/Applications was formed in October 1971 to facilitate the use of technology developed and data produced by the commission. The implications of the NAEP model and data for local education are discussed. (Author)

ED 074 621 EA 005 021

Hickrod, G. Alan Chaudhari, Ramesh

A Longitudinal Study of Fiscal Equalization in Illinois.

Illinois State Univ., Normal. Dept. of Educational

Administration.

Pub Date Feb 73

Note—39p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Economic Status, Educational Finance, Educational Research, *Equal Education, *Equalization Aid, Expenditure Per Student, *Property Taxes, School Taxes, *State Aid, *Tax Rates

Fiscal data were analyzed for a nine-year period (1963-1971) for all school districts in Illinois. Two hypotheses were tested relative to two different definitions of equalization -- "permissible variance" and "fiscal neutrality." Support was given to the notion of increasing interdistrict equality relative to expenditures and tax effort. Support was also given to the hypothesis that grants-in-aid have done little to change the proportion of total funds available to the poorer students of the State. (Author)

ED 074 622 EA 005 023

Townsend, Richard G.

Conflict and the Collaborative Process: Antecedents and Consequences of Two Inter-Agency Programs.

Pub Date 28 Feb 73

Note—21p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, Agency Role, *Conflict, *Conflict Resolution, Educational Research, *Interagency Cooperation, Interinstitutional Cooperation, Policy Formation, *Political Influences, *Power Structure, Urban Environment

A conflict-cooperation-conflict model is offered of the genesis, functioning, and aftermath of an inter-governmental and inter-professional program in a major city. Outputs prior to this linkage are perceived as generating major conflicts which eventually were settled by decisions to parcel out certain school building responsibilities among city planners, municipal bondsmen, and public architects. This inter-agency effort is then seen as producing a number of outputs which in turn generate other conflicts which can be traced back to the new policy-makers and, even further back, to conflicts which preceded the collaboration. (Author)

ED 074 623 EA 005 027

Costa, Crist H.

Cost Utility: An Aid to Decision Making.

Pub Date Feb 73

Note—23p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, Costs, *Decision Making, Educational Research, *Models, Objectives, Program Budgeting, *Program Evaluation, *Program Planning, Resource Allocations, Systems Analysis

Identifiers—*Planning Programing Budgeting Systems, PBBS

A set of procedures were developed which assist in structuring tasks and objectives in a manner to permit rational decision making. The model uses a jury of experts to rank various objectives and program processes in terms of their importance. Values are generated which relate to costs in the form of a utility-cost ratio. The model was tested in a small, midwestern urban school district. Various decision makers were interviewed to ascertain their perception of the utility of the model. The model is extremely practical in terms of ease of use and ability to structure program components into a setting for decision making. (Author)

ED 074 624 EA 005 028

Miskel, Cecil

Teacher and Administrator Attitudes Toward Collective Negotiation Issues.

Pub Date Feb 73

Note—14p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Attitudes, Administrator Background, *Collective Negotiation, *Educational Research, Speeches, *Statistical Analysis, Teacher Associations, *Teacher Attitudes, Teacher Background

This paper reports on an empirical investigation of teacher and administrator attitudes toward

negotiation issues and processes. The study sought to determine the relationship between selected demographic and attitudinal variables and teacher and administrator attitudes toward the scope of the negotiations process. A Collective Negotiations Index (CNI) was developed to measure the level of expressed agreement by educators toward specific bargaining issues. Returns were received from 771 teachers and 76 administrators out of a random sample of 1,075 Kansas certified school employees. Analysis of study results disclosed that the demographic and attitudinal variables included in the investigation were poor predictors of the relative importance that educators place on bargaining issues. (JF)

ED 074 625 EA 005 029

Olson, Arthur R.

Cooperative Accountability Project. An Overview of the Cooperative Accountability Project.

Pub Date Feb 73

Note—6p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Accountability, Educational Legislation, *Educational Research, Evaluation, *Literature Guides, *State Legislation, *Testing

Identifiers—Assessment

A number of documents described in this report will be produced over the next three years, and will serve to assist LEAs and SEAs in performing their duties more effectively: (1) legislative enactments in accountability from the Wisconsin Department of Education; (2) criterion standards from Florida; (3) accountability models, including the elements, logical practices, needed resources, and methods to be used, will be developed in Minnesota; (4) role expectations of participants in an accountability system will be identified in Colorado; and (5) performance indicators are being developed in Oregon. Reporting procedures that have been field-tested in Michigan will be available by June 1973. (Author)

ED 074 626 EA 005 073

Education Act Extends Sex Discrimination and Minimum Wage Provisions. Legislative Series 2.

Employment Standards Administration (DOL), Washington, D.C. Women's Bureau.

Pub Date Jul 72

Note—2p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bulletins, *Equal Education, Federal Aid, *Federal Legislation, Labor Laws, *Minimum Wage Laws, *Sex Discrimination, *Working Women

Identifiers—National Institute of Education, NIE

This brief presents highlights from the recently enacted Education Amendments which include comprehensive higher education provisions, authorization for greatly increased funding, and limitations on court-ordered busing. The act also establishes within HEW a National Institute of Education, whose prime purpose is to find ways to make educational opportunity equal. The law includes a number of provisions regarding sex discrimination and minimum wage provisions. For example, coverage of the Equal Pay Act is extended, preschool employees are now under minimum wage and overtime and equal pay provisions, and no person, on the basis of sex, can be subjected to discrimination under any education program or activity receiving Federal financial assistance. (Author/MLF)

ED 074 627 95 EA 005 074

Williams, Charles Nusberg, Charlotte

Anticipating Educational Issues Over the Next Two Decades: An Overview Report of Trends Analysis. Research Memorandum No. 18.

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—EPRC-2158-203; SRI-2158

Pub Date Mar 73

Contract—OEC-0-72-5016

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Change, Educational Innovation, *Educational Planning, *Educational Policy, Educational Trends, *Futures (of

Society), Prediction, Social Change, Sociocultural Patterns, Socioeconomic Influences, *Trend Analysis
Identifiers—*Federal Role

The basic thesis of this paper is that change in educational policy is brought about mainly by the impact of external events in the larger society, and that discontinuities in educational policy are likely to increase as the pace of socioeconomic change accelerates over the next two decades. The authors contend that educational policy based merely on modifications -- extrapolations or refinements -- of existing programs will prove totally inadequate to meet the challenge. The paper describes those educational trends and broader societal patterns which seem likely to emerge and have profound implications for the assumptions and direction of education. It concludes with several possible initiatives that planners in the U. S. Department of Health, Education, and Welfare could undertake to prepare the groundwork for realistic educational assumptions and programs. (Author/DN)

ED 074 628 EA 005 075

Scott, Geraldine J.

Preliminary Statistics of State School Systems 1969-70.

National Center for Educational Statistics (DHEW/OE), Washington, D.C. Elementary and Secondary Surveys Branch.

Report No.—DHEW-Pub-No-OE-73-11702

Pub Date 73

Note—26p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$4.00 Domestic Postpaid or \$3.00 GPO Bookstore)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, *Educational Finance, *Enrollment, Enrollment Trends, Expenditure Per Student, High School Graduates, Income, Instructional Staff, *Public School Systems, School District Spending, *School Statistics, School Systems, *Statistical Data, Tables (Data)

This report summarizes data from the regular biennial survey of State elementary and secondary school statistics for the 1969-70 academic school year. Data are reported on a State-by-State basis. The first five tables of the report contain data on school administrative units, pupils, and staff. Data are presented on the number of school systems, the number of public schools, the school age population, enrollment, average daily membership, average daily attendance, length of school term, grade enrollments, postgraduates, high school graduates, and instructional staff. The remaining five tables present data on financing public elementary and secondary school systems. Data included in these tables include revenue and nonrevenue receipts for public schools, total expenditures, account balances on hand, current expenditures, capital outlay, interest on school debt, and expenditures per pupil. A related document is ED 060 519. (Author/DN)

ED 074 629 EA 005 091

Turner, George E.

Architectural/Building Programming: An Annotated Bibliography.

Council of Planning Librarians, Monticello, Ill.

Pub Date Apr 73

Note—12p.; Exchange Bibliography No. 384

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Architectural Programming, *Architectural Research, Behavioral Science Research, Building Design, Environmental Influences, Evaluation Criteria, Planning (Facilities)

This 34-item bibliography brings together the random articles about programming, which have appeared in a variety of publications, to establish a resource for architectural students and practitioners who need a clearer understanding of the nature of architectural programming. The entries are divided into those that serve as an introduction to either the content of or the need for architectural programming and those that offer an outline format for the development of programs. (Author)

ED 074 630 88 EA 005 092

Florida Educational Opinion Survey, 1970.

Florida State Dept. of Education, Tallahassee.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 70

Note—240p.

Available from—Bureau of Research, Florida Department of Education, Tallahassee, Florida 32304 (Free)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Boards of Education, *Comparative Statistics, Decision Making, Demography, *Educational Attitudes, Educational Innovation, *Opinions, Parent Reaction, Principals, Sampling, *School Surveys, Student Opinion, Student Responsibility, Superintendents, *Tables (Data), Teacher Attitudes, Values

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Florida

This report is part of the Florida Department of Education, Title III, ESEA, Educational Needs Assessment study and deals exclusively with information and data collected from questionnaires administered to a sample of seven educationally relevant subpopulations within the State. These subpopulations included students, teachers, principals, superintendents, school board members, employers of former students, and adult residents of the State. Except for two of these seven subpopulations, the opinion survey was conducted on a Statewide random sampling basis to allow for a more representative sample of Florida's population. The report contains a review and a discussion of the opinions and attitudes of the subpopulations with regard to a variety of educational concerns facing today's public schools. A related document is EA 005 093. (Author/MLF)

ED 074 631 EA 005 093

An Assessment of Educational Needs for Learners in Florida, 1970.

Florida State Dept. of Education, Tallahassee.

Pub Date 70

Note—170p.

Available from—Bureau of Research, Florida Department of Education, Tallahassee, Florida 32304 (Free)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, Board of Education Policy, Citizenship Responsibility, Data Analysis, *Demography, Early Experience, *Educational Needs, Educational Planning, *Educational Practice, Family Life Education, Health Education, Job Skills, Language Skills, Program Evaluation, School Districts, Social Attitudes, *Student Needs, Systems Analysis, *Tables (Data)

Identifiers—*Assessment, Florida

This report, part of the Florida Department of Education Educational Needs Assessment Study, identifies eight critical learner needs and the target population most associated with each need. A first section is a selected statistical abstract that describes the Florida population, with a wide variety of information gathered from public and private agencies being provided. The next section sets forth the statistical results of an assessment made of seven perennial objectives -- cardinal principles enumerated by the NEA -- based on strategies developed by the ENAS task force. Following this section is tabulated data from a survey analysis of educational practices in all 67 Florida school districts. The data reveal that Florida education appears to be most relevant for whites, is lodged in the larger community's values and beliefs, and that nonconventional outcomes of education (delinquency, divorce, illegitimacy) have their origins in the community rather than in the schools. The eight critical learner needs are identified in a final section. A related document is EA 004 092. (Author/MLF)

ED 074 632 EA 005 094

Conroy, J. Jeffrey

A Plan for Action or How To Change Old Schools into Open Space Schools Without Any Money! A Workshop.

Crystal Lake Community School District 47, Ill.; Educational Facilities Labs., Inc., Chicago, Ill.

Pub Date Aug 72

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Building Plans, Cost Effectiveness, *Educational Objectives, *Open Plan Schools, *Planning (Facilities), *School Improvement, Workshops

Three teams of architects and educators from across the country met to study three older school buildings and suggest economical plans for

changing them into open plan schools. This booklet presents notes from the team discussions about proposed building changes and changes in educational practice. Sketches of the original floor plans and the proposed changes are provided. (MLF)

ED 074 633 EA 005 096

Highway Accident Report: Schoolbus/Automobile Collision and Fire, Near Reston, Virginia, February 29, 1972.

National Transportation Safety Board (DOT), Washington, D. C. Bureau of Surface Transportation Safety.

Report No.—NTSB-HAR-72-2

Pub Date 12 Apr 72

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Accident Prevention, Fire Protection, *Physical Design Needs, *Safety, *School Buses, State Legislation, *Traffic Accidents

Identifiers—*Schoolbus Design Standards

This accident report illustrates and exemplifies three significant safety issues with which the Board has long been concerned: (1) the use of seatbelts by the drivers of schoolbuses, (2) the location and security of schoolbus fuel tanks, and (3) the mode of opening of schoolbus service doors. (Photographs may reproduce poorly.) (Author)

ED 074 634 EA 005 097

Tivoli Brewery: A Feasibility Study.

More, Combs, and Burch, Denver, Colo.

Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.

Pub Date [73]

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Architectural Programming, *Building Conversion, *Building Improvement, Building Obsolescence, *Cost Effectiveness, *Feasibility Studies, Higher Education, Planning (Facilities), *Property Appraisal, School Community Relationship, Site Development, Space Utilization

Identifiers—*Auraria Higher Education Center, Colorado, Denver, Shared Facilities

This document reports on a study made to ascertain the feasibility of preserving and restoring all or part of an existing historical site -- the "Tivoli Brewery" -- as a related and integral part of the Auraria Higher Education Center. After investigation of the building's structural integrity, the condition of electrical and mechanical systems, and building code and safety considerations, the architects recommended restoration of the building for reuse as a meeting place to activate the social, cultural, and intellectual interaction of students with the urban community. Sketches of suggested spaces and functions with accompanying cost estimates are included. A related document is EA 004 883. (Author/MLF)

ED 074 635 EA 005 098

Development Project Low-Cost Comprehensive School in Lelystad, the Netherlands.

Foundation Information Centre for School Building, Rotterdam (Netherlands).

Spons Agency—Netherlands Ministry of Education and Sciences, The Hague.

Pub Date Feb 73

Note—26p.

Journal Cit.—International School Building News; v7 n1 Feb 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Architectural Programming, Building Materials, Building Plans, *Comprehensive Programs, *Cost Effectiveness, *Educational Specifications, Experimental Schools, Flexible Facilities, Modular Building Design, Multipurpose Classrooms, *Planning (Facilities), School Buildings, *School Design, School Organization

Identifiers—*Netherlands

The aim of this project was to set up a building that completely fulfilled the educational requirements for a cost-level of semi-permanent (at least 20 years) school buildings. Because of factors that made forecasting the exact future function of this school difficult, and also because building and activities were expected to change continuously, it was decided to construct an experimental building. The building was to (1) have higher educational and functional qualities than traditional semi-permanent school buildings, (2) be suited for repetition in other parts of the Netherlands, (3) be adaptable to the permanent

and changing educational situations; and (4) have the same cost-level as that of traditional semi-permanent buildings. This document describes how the facility was planned in consultation with teachers and pupils to meet structural and educational needs and presents comparative cost aspects. Floor plans and cost analysis tables accompany the text. (Photographs may reproduce poorly.) (Author/MLF)

ED 074 636 EA 005 099

Sullivan, Neil V.

Forces Affecting Educational Decisions.

Pub Date 20 Mar 73

Note—33p.; Speech given before Association for Supervision and Curriculum Development Annual Convention (28th, Minneapolis, Minnesota, March 17-21, 1973.)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Alternative Schools, Community, Comprehensive High Schools, *Cultural Factors, Curriculum Planning, Decision Making, Educational Change, Educational Objectives, *Educational Planning, Educational Resources, Expectation, Planning, Policy Formation, *Political Influences, Public Schools, Resource Allocations, Social Change, *Social Influences, Speeches

Identifiers—*Educational Alternatives, Massachusetts, Satellite Schools

This speech begins with a discussion of broad social and political patterns and trends that are currently developing and continues to the specific unresolved social issues which will affect the nature and structure of educational systems. Those issues seen by the author is most likely to produce the greatest amount of activity are integration, the urban fiscal crisis, the puralistic society vs the "meltingpot" concept, urban-suburban mandated court decisions, and students' quests for relevant educational experiences. The author focuses on the key issues of the social expectations for education and the political interpretations of these expectations. He contends that, to rectify the situation in which each school is made the focal point for the fulfillment of an unmanageable amount of social expectations and demands, three alternatives are possible. These alternatives are to (1) increase governmental funding to provide necessary resources to meet the expectations; (2) eliminate some expectations; and (3) retain the expectations but recognize that a single school cannot meet them and combine a central school with satellite specialized schools that offer varied academic, social, and pedagogical orientation. The paper focuses much of its comment on the state of and expectations for education in Massachusetts. (Author/MLF)

ED 074 637 95 EA 005 104

Pogany, Peter P.

Application of Linear Programming Models To Determine Optimum School Attendance Areas and Busing Schedules, Subject to Varying Racial Composition. Final Report.

Virginia Commonwealth Univ., Richmond.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-2-C-014

Pub Date 31 Jan 73

Grant—OEG-3-72-0032

Note—155p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Problems, Attendance, Bus Transportation, Cost Effectiveness, Integration Methods, *Linear Programming, Mathematical Models, Racial Composition, Racial Integration, Racially Balanced Schools, *School Districts, *School Integration, School Segregation, *School Zoning, Student Distribution, *Student Transportation

Identifiers—Detroit Attendance Areas, Richmond, School District Size

The study applied the conventional linear transportation program to the student assignment problem and investigated methods of measuring the achieved level of desegregation. Existing measures of desegregation were analyzed, and two new indexes were developed for use in the present model and probably for other system analytical models designed to deal with the same problem. The study calculated middle school student assignments for Richmond, Virginia, and experimented with "clustering" high school districts for Detroit, Michigan. Linear programming proved to be an applicable tool to handle several

desegregation-related planning problems. The study proposes the implementation of the model to determine the desirability of school district consolidation, delineate school attendance zones, compute individual student assignments, analyze school extension alternatives, and to perform interregional comparisons of school desegregation efforts. (Pages 1-100 may reproduce poorly.) (Author)

ED 074 638 95 EA 005 105

Rubin, Louis J.

Informing the Public About Alternative Options for Financing the Public Schools. Final Progress Report.

Communications Coalition for Educational Change, Washington, D.C.; National Foundation for the Improvement of Education, Washington, D.C.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No—R020399

Pub Date Jan 73

Grant—OEG-0-72-4334

Note—161p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bibliographies, *Communication (Thought Transfer), Community Attitudes, *Community Study, Educational Accountability, Educational Change, *Educational Finance, *Information Dissemination, Interviews, Public Schools, Research Projects, *School Community Relationship, Socioeconomic Influences, Verbal Communication, Written Language

Identifiers—*Dayton, Ohio

This project was launched to discover if the communications gap between technical information about educational issues and lay consumption of the data could be breached. One of these issues, the financing of public education, was selected, and an investigation was launched to ascertain how written communications about educational finance could be custom tailored to particular social groups and whether such tailoring would pay off in communication benefits. The experiment targeted in on four socioeconomic groups in Dayton, Ohio—low income blacks, low income whites, upper income blacks, and upper income whites. Fifty individuals were selected from each group to read and react to a basic document entitled, "Paying for Our Schools." (See EA 005 106.) On the basis of reader reaction, the basic document was customized for each audience. (See EA 005 107-111.) Study results demonstrated that people are relatively responsive to communication efforts on the part of the educational profession and that they prefer communication styles reflective of those to which they are habituated. This document details the rationale that led to the survey, describes the survey procedures, and presents the results of the survey for each group analyzed. An extensive bibliography on school finance is included. A related document is ED 070 188. (EA)

ED 074 639 95 EA 005 106

Paying for Our Schools: Is There a Better Way? Basic Document.

Communications Coalition for Educational Change, Washington, D.C.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No—R0-20399

Pub Date Jan 73

Grant—OEG-0-72-4334

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Study, Court Litigation, Educational Accountability, *Educational Finance, Educational Quality, Equalization Aid, Full State Funding, *Information Dissemination, Property Taxes, Public Schools, School Budget Elections, *School District Spending, School Redistricting, School Support, *School Taxes, State Aid

Identifiers—*Revenue Sharing

This document was written to inform the general community about the financial problems schools are having and to suggest alternative ways by which schools could be financed. It cites examples of school budget crises throughout the nation, presents a breakdown of present sources of school revenue, discusses how money affects the quality of education, and cites court decisions which have held the property tax method of

school finance to be unconstitutional in some cases. The advantages and drawbacks of four plans being proposed by educators and financial experts to reorganize school support on a more equitable basis are considered: (1) total funding by the State, (2) cooperative State and local plans, (3) district power equalization, and (4) district reorganization. For a description of the development and dissemination of this document see EA 005 105. Other related documents are ED 070 188, and EA 005 107-EA 005 111. (DN)

ED 074 640 95 EA 005 107

Thompson, Marjorie

Paying for Our Schools: Is There a Better Way? Group I.

Communications Coalition for Educational Change, Washington, D.C.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No—R0-20399

Pub Date Jun 72

Grant—OEG-0-72-4334

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Court Litigation, Educational Accountability, *Educational Finance, Educational Quality, Equalization Aid, Full State Funding, *Information Dissemination, *Low Income Groups, *Negroes, Property Taxes, Public Schools, School Budget Elections, School District Spending, School Redistricting, School Support, *School Taxes, State Aid

Identifiers—Dayton, Ohio, *Revenue Sharing

This document was written to inform a low income black community about the financial problems schools are having and to elicit their reactions to alternative ways by which schools could be financed. The document cites examples of school budget crises throughout the nation, presents a breakdown of present sources of school revenue, discusses how money affects the quality of education, and cites court decisions which have held the property tax method of school finance to be unconstitutional in some cases. The document then considers the advantage and drawbacks of alternative plans of school finance that educators and financial experts say will reorganize school support on a more equitable basis. Possible methods of implementing these plans are also discussed. Four school finance plans are considered in detail in the appendix: (1) total funding by the State, (2) cooperative State and local plans, (3) district power equalization, and (4) district reorganization. For a description of the development and dissemination of this document see EA 005 105. Other related documents are ED 070 188, EA 005 106, and EA 005 108-EA 005 111. (DN)

ED 074 641 95 EA 005 108

Ferlanti, Erna

Paying for Our Schools: Is There a Better Way? Group II.

Communications Coalition for Educational Change, Washington, D.C.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No—R0-20399

Pub Date Jun 72

Grant—OEG-0-72-4334

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Caucasians, Community Study, Court Litigation, Educational Accountability, *Educational Finance, Educational Quality, Equalization Aid, Full State Funding, *Information Dissemination, *Low Income Groups, Property Taxes, Public Schools, School Budget Elections, School District Spending, School Redistricting, School Support, *School Taxes, State Aid

Identifiers—Dayton, Ohio, *Revenue Sharing

This document was written to inform the low income white community about the financial problems schools are having and to elicit their reactions to suggested alternative ways by which schools could be financed. The document cites examples of school budget crises throughout the nation, presents a breakdown of present sources of school revenue, discusses how money affects the quality of education, and cites court decisions which have held the property tax method of school finance to be unconstitutional in some cases. The advantages and drawbacks of four al-

ternative plans of school finance that educators and financial experts say will reorganize school support on a more equitable basis are considered: (1) total funding by the State, (2) cooperative State and local plans, (3) district power equalization, and (4) district reorganization. Also discussed are accountability, the voucher plan, performance contracting, shortening the time spent in school, the year-round school, and on-the-job vocational training. For a description of the development and dissemination of this document see EA 005 105. Other related documents are ED 070 188, EA 005 106-107, and EA 005 109-111. (DN)

ED 074 642 95 EA 005 109

Rubini, Erna

Paying for Our Schools: Is There a Better Way? Group III.

Communications Coalition for Educational Change, Washington, D.C.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No—RO-20399

Pub Date Jun 72

Grant—OEG-0-72-4334

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Study, Court Litigation, Educational Accountability, *Educational Finance, Educational Quality, Equalization Aid, Full State Funding, *Information Dissemination, *Middle Class, *Negroes, Property Taxes, Public Schools, School Budget Elections, School District Spending, School Redistricting, School Support, *School Taxes, State Aid

Identifiers—Dayton, Ohio, *Revenue Sharing

This document was written to inform middle income blacks about the financial problems schools are having and to elicit their reactions to suggested alternative ways by which schools could be financed. The document cites examples of school budget crises throughout the nation, presents a breakdown of present sources of school revenue, discusses how money affects the quality of education, and cites court decisions which have held the property tax method of school finance to be unconstitutional in some cases. The advantages and drawbacks of four alternative plans of school finance that educators and financial experts say will reorganize school support on a more equitable basis are considered: (1) total funding by the State, (2) cooperative State and local plans, (3) district power equalization, and (4) district reorganization. Some possible methods of implementing these plans are also discussed. For a description of the development and dissemination of this document see EA 005 105. Other related documents are ED 070 188, EA 005 106-108, and EA 005 110-111. (DN)

ED 074 643 95 EA 005 110

Rubin, Louis J.

Paying for Our Schools: Is There a Better Way? Group IV.

Communications Coalition for Educational Change, Washington, D.C.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No—20399

Pub Date Jun 72

Grant—OEG-0-72-4334

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Caucasians, Court Litigation, Educational Accountability, *Educational Finance, Educational Quality, Equalization Aid, Full State Funding, *Middle Class, Property Taxes, Public Schools, School Budget Elections, School Redistricting, School Support, *School Taxes, State Aid

Identifiers—Dayton, Ohio, *Revenue Sharing

This document was written to inform middle-income whites about the financial problems schools are having and to elicit their reactions to suggested alternative ways by which schools could be financed. The document cites examples of school budget crises throughout the nation, presents a breakdown of present sources of school revenue, discusses how money affects the quality of education, and cites court decisions which have held the property tax method of school finance to be unconstitutional in some cases. The advantages and drawbacks of four alternative plans of school finance that educators

and financial experts say will reorganize school support on a more equitable basis are considered: (1) total funding by the State, (2) cooperative State and local plans, (3) district power equalization, and (4) district reorganization. Some possible methods of implementing these plans are also discussed. For a description of the development and dissemination of this document see EA 005 105. Other related documents are ED 070 188, EA 005 106-109, and EA 005 111. (DN)

ED 074 644 95 EA 005 111

Rubin, Louis J.

A Primer on Dissemination.

Communications Coalition for Educational Change, Washington, D.C.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No—20399

Pub Date Mar 73

Grant—OEG-0-72-4334

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Guides, *Communication (Thought Transfer), Community, Educational Change, *Information Dissemination, *Public Relations, Public Schools, *School Community Relationship

This document is a guide to educators to help them in preparing and disseminating communications to their communities about the needs of their schools. The guide consists of 50 generalizations about communication methods that were derived from experimentation with a number of theoretical and applied dissemination methods. Related documents are ED 070 188 and EA 005 105-110. (Author/DN)

EC

ED 074 645 EC 051 395

Koppitz, Elizabeth Munsterberg

The Bender Gestalt Test with the Human Figure Drawing Test for Young School Children. A Manual for Use with the Koppitz Scoring System.

Ohio State Dept. of Education, Columbus. Div. of Special Education.

Pub Date 72

Note—32p.; Revised

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Childhood, Early Childhood, *Emotionally Disturbed, *Exceptional Child Education, Freehand Drawing, Guidelines, *Learning Disabilities, Minimally Brain Injured, Perceptually Handicapped, Perceptual Motor Coordination, Testing, *Test Interpretation

Identifiers—*Bender Gestalt Test, Human Figure Drawing Test

Presented is a manual for scoring the Bender Gestalt Test and the Human Figure Drawing Test for screening and diagnostic uses with emotionally disturbed, brain damaged, or perceptually handicapped 5- to 11-year-old children. Given are suggestions for administering and scoring the Bender test which examines distortion of shape, rotation, integration, and perseveration by means of nine figures the child attempts to copy. Given for each of the figures are definitions of the relevant factors scored and approximately 10 examples. Also given for each figure are specific indicators seen to point to brain damage or emotional disturbance. The use of the Human Figure Drawing test for screening elementary school children is discussed, and it is recommended that the drawings be analyzed for 10 positive indicators which are reported to reflect intelligence and motivation and six negative indicators said to show emotional problems. Finally a procedure and list of indicators are given for differentiating perceptually handicapped children who have emotional and learning problems from perceptually handicapped children without emotional and learning problems. (DB)

ED 074 646 EC 051 396

Standards for the Operation of Special Education Programs and Services.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date 72

Note—103p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administrative Policy, *Exceptional Child Education, Handicapped Children, Program Evaluation, *Special Classes, *State Standards

Identifiers—*Pennsylvania

Presented are the Pennsylvania state standards for the operation of special education programs and services for handicapped children. Standards for each disability are usually listed under the following categories: a general statement defining the disability and providing policy guidelines; eligibility, continuance, and withdrawal requirements; educational management including class organization, class size, and age range; curriculum; facilities; instructional materials and equipment; and personnel standards for full-time, part-time, and supervisory personnel. Also given are supervision and administration standards for all programs, standards for approved private schools, and standards for detention homes. Appendices include program evaluation forms for programs serving 10 different handicapped populations, as well as for private schools, detention homes, and homebound programs. (DB)

ED 074 647 EC 051 397

Eden, Kathleen And Others

Improving Visual Skills: A Guide for Teachers of the Handicapped.

Iowa Univ., Iowa City. Special Education Curriculum Development Center.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines.

Pub Date Mar 73

Note—288p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Associative Learning, Class Activities, Discrimination Learning, *Early Childhood, Effective Teaching, *Exceptional Child Education, Guidelines, Learning Disabilities, *Lesson Plans, Memory, *Perceptually Handicapped, Perceptual Motor Coordination, *Visual Learning, Visual Perception

Presented are suggestions and 330 lesson plans for the improvement of visual skills of 3-to-7-year-old perceptually handicapped children. Suggestions for the reading program include large screen presentation and use of the Language Master. Possible designs for a classroom learning center for independent learning tasks are suggested. Seven areas of visual abilities are defined with most of the book being given to lessons in remediation in each of the areas. The lessons are organized into instructional objective, materials (when needed), and activity. Lessons are given for the readiness, academic, and advanced levels of difficulty. Examples of the activities included are pouring, shoe tying, braiding, matching tasks, using Morse code, imitating a sequence of motor activities, recognizing shape states, completing shapes, and identifying incongruities in pictures. Following are the seven areas with the number of lessons given in parenthesis: visual motor (113), visual reception (37), visual discrimination (29), visual memory (48), visual sequential memory (49), visual closure (30), and visual association (24). The final chapter lists about 66 publishing companies including addresses, types of materials published and prices, if known. (DB)

ED 074 648 EC 051 398

Darby, Charles A., Jr. And Others

Program Description and Process Guide for the Program Data Analysis Plan for Colorado Special Education.

Scientific Educational Systems, Inc., Silver Spring, Md.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C. Div. of Intergovernmental Statistics; Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.

Pub Date Sep 72

Contract—OEC-0-71-1930(284)

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, *Administrative Policy, *Exceptional Child Education, Handicapped Children, *Information Systems, Program Descriptions, *Program Design, State Departments of Education, State Programs

Identifiers—*Colorado

Presented are the special education program description and process guide for the Program Data Analysis Plan (PDAP) developed in Colorado and designed to be replicated by other

states. The Colorado special education program is described under the following categories: purpose and authorization, state level management and organization, modes of service (special class or itinerant instruction), applications (local organization), funding, determination of eligibility for service, and administrative procedures. Also discussed are program monitoring, approval, certification, reimbursement, development, and evaluation. The process of PDAP development is said to have involved the identification of management information requirements by means of a list of policy questions developed by program managers, collection of data, analysis of input from policy questions and data, and the explicit formulation of analytic procedures to be followed by applying the data to the answering of management information questions. Use of the PDAP is said to consist of locating in the PDAP a question pertinent to the informational need, using state and federal forms listed on the PDAP to locate the data, and analyzing the data to gain the information needed for decisionmaking. See EC 051 399 for a companion document. (DB)

ED 074 649 EC 051 399

Darby, Charles A., Jr. And Others

The Program Data Analysis Plan for Colorado Special Education.

Scientific Educational Systems, Inc., Silver Spring, Md.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C. Div. of Intergovernmental Statistics; Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.

Pub Date Sep 72

Contract—OEC-0-71-1930(284)

Note—688p.

EDRS Price MF-\$0.65 HC-\$23.03

Descriptors—Administrative Organization, *Administrative Policy, *Exceptional Child Education, Handicapped Children, *Information Systems, *Program Design, State Departments of Education, *State Programs

Identifiers—Colorado

Presented is a Program Data Analysis Plan (PDAP) for the special education program in Colorado designed to serve as a model for other state education agencies in the development of their own analysis plans. The PDAP is a combination of three major components: a list of program management information requirements in the form of questions, the set of data elements necessary, and the specification of data analysis procedures to link the data elements to the information requirements. Management questions are said to be those questions asked by managers to gather information necessary for decision making and are listed in the first column of the main body of the PDAP. The third column lists exact location of data items on federal or state forms. The middle column links the questions and data by means of analysis statements in both verbal and mathematical form. State program monitoring is covered by a total of 164 questions in the areas of pupils, staff, cost, revenue, and program services. Provided are 17 questions related to program approval, 10 questions about program reimbursement, and eight questions in the area of program certification and endorsement. (DB)

ED 074 650 EC 051 422

Sheridan, Vivian A. Spidal, David A.

The Child in the Process: Affecting His Human Potential through LIFE.

National Education Association, Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Apr 72

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, *Audiovisual Instruction, *Aurally Handicapped, *Exceptional Child Education, Instructional Materials, Instructional Media

Identifiers—Language Improvement to Facilitate Education, *Project LIFE

Language materials of the Language Improvement to Facilitate Education (LIFE) Project are described as carefully sequenced curriculum materials which use visuals to educate deaf children in the affective domain. The affective domain is defined as the area of human experiences related to interest, appreciation, attitudes, adjustments and values; and is discussed

in terms of nonverbal communication, peer group influences, models, and self concept. Presented are sample frames from initial language filmstrips of Project LIFE which illustrate affective behaviors. It is explained how other units of the LIFE language materials teach cognitive labels for the affective behavior portrayed by the visuals. It is said that when teachers use the materials appropriately and enthusiastically, the Project LIFE materials can provide the visual input, the language, and the vicarious experiences necessary to enhance the child's development and to affect his human potential. (GW)

ED 074 651 EC 051 423

Spidal, David A.

A Cooperative Parent-Teacher Model Using the Project LIFE Instructional System.

National Education Association, Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—LIFE-73-2

Pub Date [72]

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Childhood, *Exceptional Child Research, Instructional Materials, *Instructional Media, *Learning Disabilities, *Parent Role, *Tutoring

Identifiers—Language Improvement to Facilitate Education, *Project LIFE

Reported was an experiment in which the parents of an 8-year-old learning disabled girl used materials from the Language Improvement to Facilitate Education (LIFE) Project in the home under the supervision of a classroom teacher. The S was presented with an average of two filmstrips each day over a 12-week summer period. Data indicated that the S steadily progressed through the instructional system in the order of visual perception, thinking activities, and language development. Thinking activity filmstrips were found to be especially helpful in indicating specific weaknesses in memory skill which were remedied by having the S repeat aloud the information indicated on given memory frames. It was reported that the S increased her vocabulary by a known quantity of 158 words, acquired new confidence, and learned to assemble new words into sentences. S' response to the Project LIFE program was said to be very positive and enthusiastic. The S' parents recommended that Project LIFE be used in the home by parents of learning disabled children to accelerate and complement classroom instruction. (GW)

ED 074 652 EC 051 424

Project LIFE, Visual-Perceptual Training.

National Education Association, Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Aug 71

Contract—OEC-6-19-057

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, *Aurally Handicapped, *Exceptional Child Research, *Instructional Media, *Sensory Training, Statistical Data, *Visual Perception

Identifiers—Language Improvement to Facilitate Education, *Project LIFE

Reported were performance data for over 350 hearing impaired children who were exposed to the perceptual training filmstrips from the Language Improvement to Facilitate Education (LIFE) program. Research on the visual perception of deaf persons was reviewed and found to support the following conclusions: there appears to be a relationship between hearing loss and deficient visual perceptual abilities; decreased visual perception skills have a positive relationship with poor reading abilities; remedial training in perceptual skills can enhance reading abilities; and the theoretical framework proposed to explain these effects involves a breakdown in sensory integration between the visual and auditory sensory mode. It was explained how visual perceptual skills form an important part of a language development program. Data for each filmstrip was tabulated to indicate the number of students (3- to 13-years-old) on which the data was tabulated, the mean number of errors, the standard deviation of errors, and the range of errors. Other data indicated the percentage of 6-year-old

children making specific number of errors and the cumulative percentages by units and sections of the LIFE program. Appendixes included outlines of field test filmstrips, the perceptual training contents of the field test filmstrips, examples of association frames in visual perceptual areas, field test filmstrips, examples of association frames in visual perceptual areas, field test reporting forms, revisions made on the visual perceptual filmstrips following field evaluation, and a comparison of the field test filmstrip identification and the General Electric/LIFE filmstrip identification. (GW)

ED 074 653 EC 051 425

Spidal, David A.

A Comparison of the Project LIFE Vocabulary with a Functional Basic Word List for Special Pupils.

National Education Association, Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—LIFE-73-1

Pub Date [72]

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aurally Handicapped, *Exceptional Child Education, *Instructional Materials, Instructional Media, *Learning Disabilities, *Vocabulary

Identifiers—A Functional Basic Word Listing for Special Pupils, Language Improvement to Facilitate Education, *Project LIFE

Vocabulary used in the Language Improvement to Facilitate Education (LIFE) program is compared with the vocabulary used in A Functional Basic Word Listing for Special Pupils (FBWLSP). The vocabulary of the LIFE program is said to have been chosen on the basis of several language curriculum guides from schools for the deaf, the E. Thorndike and I. Lorge word list, the Dolch Basic Sight Vocabulary, and many consultants. The FBWLSP is said to consist of 2,483 words divided into elementary, intermediate, and advanced levels of difficulty. The combined total match of the Project LIFE vocabulary words with the special listing of vocabulary for special students on the three levels of LIFE materials was reported to be 90%. Words included in the Project LIFE materials which do not appear in the basic word list are thought to be those referring to important components of the child's everyday activities at home and at school. The differences between the two lists are said to reflect the fact that the LIFE materials are designed to teach functional language, while the basic word list is more directed toward the child's reading of already developed materials. Appendixes include listings of references for language planning, language grids from Project LIFE, and an alphabetical listing of Project LIFE vocabulary. (GW)

ED 074 654 EC 051 426

Basic Commitments and Responsibilities to Exceptional Children and Policy Statement on Governmental Affairs.

Council for Exceptional Children, Arlington, Va.

Pub Date [72]

Note—15p.

Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attendance, Classification, *Educational Philosophy, *Exceptional Child Education, Financial Support, Goal Orientation, *Government Role, Guidelines, *Handicapped Children, Interagency Cooperation, Legal Responsibility, Personnel, Placement, *Services, Special Classes, Student Placement

Identifiers—Council for Exceptional Children

Presented is a position paper concerning commitments and responsibilities to exceptional children which was prepared by the Policies Commission at the Council for Exceptional Children (CEC), and a policy statement on governmental affairs developed by the CEC Legislative Committee. A brief policy statement follows discussion of each of the following topics in the position paper: the goal of special education, implementation of universal education (compulsory services and compulsory attendance), early and continuing education, the maintenance of attendance (school excuse, exclusion, and expulsion), the relations of special and regular school programs, the placement of children in special

school programs, elimination of the labeling and categorizing of children, the need for flexibility and development in special educational services, the role of schools in the provision of comprehensive services, the relationship between the school and the family, the responsibilities of higher educational institutions, and levels of governmental responsibility for the support of special education. The policy statement considers the desired scope of programs for exceptional children and youth; governmental responsibility at federal, state, and local levels; the responsibility of the private sector; the preparation and utilization of personnel; research and dissemination; program evaluation; interagency and interdisciplinary cooperation; the responsibilities of CEC, and special concerns related to minority groups. (GW)

ED 074 655 EC 051 443
The Development and Application of Intelligence Tests for the Blind: A Research Utilization Conference. Final Report.

Georgia Univ., Athens. Div. for Exceptional Children.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Pub Date Aug 72
 Grant—OEG-22-P-55152/4-01
 Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Blind, *Conference Reports, Examiners, *Exceptional Child Education, *Handicapped, *Intelligence Tests, Test Construction, Testing Problems, Visually Handicapped, Vocational Rehabilitation, Young Adults

Reported are the proceedings and recommendations of a research conference to improve the development and utilization of intelligence tests for use with blind adults in social and vocational rehabilitation. The following tests are considered: A Haptic Intelligence Scale for the Adult Blind, the Raven Progressive Matrices for Presentation to the Blind, a Test Battery for Use with the Blind—the Vocational Intelligence Scale for the Adult Blind, and the Stanford-Oswald-Kohs Tactile Block Design Intelligence Test for the Blind. One purpose of the conference is explained to be the provision of knowledge of the nature of the tests in their current form. Selected recommendations of the conference are that the production and dissemination of the tests be expanded for more general use and that professional psychological examiners be trained to serve as participants in further development of the tests and as test administrators in rehabilitation settings. The conference is reported to have prepared a film and a slide presentation demonstrating each component of the tests. Appendixes give a list of conference participants and information about each test, which generally includes date of research, test developer, purpose, description, administration, and statistical excerpts. (DB)

ED 074 656 EC 051 444
Sternberg, Martin L. A. And Others
Curriculum Guide for Interpreter Training.

New York Univ., N.Y. Deafness Research and Training Center.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Rehabilitation Services Administration.

Pub Date 73
 Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aurally Handicapped, *Curriculum Guides, *Deaf, *Deaf Interpreting, *Exceptional Child Education, *Manual Communication

Presented is a curriculum guide for the training of interpreters for the deaf consisting of 15 sections to be used as individual units or comprising a two part, 1 year course. The full course uses the text, *Interpreting for Deaf People*, as a guide and includes laboratory and practicum experiences. Curriculum guidelines include specific aims such as the improvement of the quantity and quality of interpreters for deaf persons, a rationale, criteria for the selection of interpreter trainers and interpreter trainees, an outline of the course of study, and a discussion of the labor market. Considered in the first half of the course are governing factors for any interpreting situation including the ethics of interpreter behavior, interpreter client relationships, linguistics, the physical setting, compensation, oral interpreting,

reverse interpreting, and deaf blind interpreting. The second half of the course deals with interpretation in specific settings including the educational, mental health, medical, social work, vocational rehabilitation, legal, and religious settings. A final section considers the Registry of Interpreters for the Deaf. Laboratory or practicum experiences are assigned for each section. See EC 001 454 for the text used in the course. (DB)

ED 074 657 EC 051 458
Curriculum Guide Functional Level A Exceptional Child Program.

Pinellas County District School Board, Clearwater, Fla.

Pub Date Sep 72
 Note—277p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Curriculum Guides, *Educable Mentally Handicapped, *Exceptional Child Education, Mentally Handicapped, *Primary Grades, Program Descriptions
 Identifiers—*Florida

Presented is the Pinellas County, Florida, curriculum guide for the instruction of educable mentally handicapped 6- and 9-year-old children. Subject areas included are language arts, mathematics, social studies, science, health, safety, physical education, art, and music. Instructional objectives for each subject area are listed with one or more specific teaching strategies, materials needed, and additional resources when relevant. Listed for language arts are 120 objectives in areas such as visual discrimination, auditory comprehension, speaking skills, and writing skills. Thirty instructional objectives are given for mathematics covering numeration, addition, and subtraction. The 66 objectives for social studies consider the self, home, school, neighborhood, and nation. Among the topics investigated in the implementation of the 43 science objectives are matter, animals, and weather. The guide provides 21 objectives for physical education and 20 objectives for safety. Health instruction is provided through 34 objectives in areas such as fitness, personal hygiene, and sanitation. Drawing, painting, and graphics are the means of teaching 32 art objectives, while aspects of music such as singing, listening, and rhythm are covered by 19 instructional objectives. (DB)

ED 074 658 EC 051 459

How to Pass the Road Rules Test. Revised 1973.

Pinellas County District School Board, Clearwater, Fla.

Pub Date 73

Note—42p.; Adapted from the Florida Drivers Handbook

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adolescents, *Driver Education, *Educable Mentally Handicapped, *Exceptional Child Education, *Guidelines, Mentally Handicapped

The Florida Drivers Handbook is presented in a rewritten form for the purpose of instructing mentally handicapped adolescent students in driving regulations and skills. The four sections of the manual are simplified to provide information on licensing procedures, loss of the driving license, driving regulations, and vehicle regulations. Major words used throughout the book are listed and defined. In addition, all the words used in each section are listed. A listening tape is intended to be used with the manual. (DB)

ED 074 659 EC 051 460

Hinesley, J. Howard. Comp.

Comparative Survey of Programs for Exceptional Children. Survey Report 1971-72.

Florida State Dept. of Education, Tallahassee. Education for Exceptional Children Section.

Pub Date 72

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Education, *Handicapped Children, Rating Scales, *Special Classes, *State Programs, *Surveys

Presented is a comparative survey of state programs for exceptional children for eight areas of exceptionality: educable mentally retarded, trainable mentally retarded, speech handicapped, deaf and severely hard of hearing, visually impaired, emotionally disturbed, learning disabled, and gifted. Sixteen state departments of education are reported to have been surveyed: California, New York, Pennsylvania, Texas, Illinois,

Ohio, Michigan, New Jersey, Florida, Massachusetts, Indiana, North Carolina, Missouri, Virginia, Georgia, and Wisconsin. Four tables are provided which rank the states according to number of teachers in areas of exceptionality, number of students by exceptionality, percentage of children served, and size of exceptional child state staff. (DB)

ED 074 660

EC 051 461

Schwartz, Jeffrey K.

Toilet Training the Retarded Child.

Chicago Association for Retarded Children, Ill. Report No.—RTP-1

Pub Date Oct 72

Note—13p.

Available from—Chicago Association for Retarded Children, 343 South Dearborn Street, Chicago, Illinois 60604

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Early Childhood, *Exceptional Child Education, Guidelines, *Hygiene, *Mentally Handicapped, Parent Role, *Training Techniques

Identifiers—*Daily Living Skills

The booklet offers guidelines in both Spanish and English to parents who are toilet training a mentally retarded child. The toilet training process is broken down into tasks that the child must learn, and the importance of positive reinforcement for each successfully accomplished task is emphasized. It is recommended that parents keep charts (examples are provided) to determine the child's patterns of elimination. Teaching guidelines encourage parents to use both behavioral and verbal reinforcers, to give the child practice in performing tasks correctly, and to schedule two or three short 15 minute teaching sessions rather than one long session. It is explained that the child should not be allowed to wear diapers since diapers are said to have become a cue for not eliminating in the toilet. A model whose behavior the child can imitate is thought to be helpful. It is also recommended that parents have the child assume responsibility for cleaning up after he has soiled his training pants by improper elimination. (GW)

ED 074 661

EC 051 462

Dalrymple, George F.

Transcription of "In Darkness" via DOTSYS III and the BRAILLEBOSS.

Massachusetts Inst. of Tech., Cambridge. Sensory Aids Evaluation and Development Center.

Spons Agency—Library of Congress, Washington, D. C. Div. for the Blind and Physically Handicapped.

Pub Date 7 Nov 72

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Blind, *Braille, *Computer Programs, Computers, *Exceptional Child Education, *Machine Translation, Program Descriptions, Visually Handicapped

Described is a project which produced the book, *In Darkness*, to explore the use of DOTSYS III (a braille computer translation program) and to demonstrate the use of BRAILLEBOSS (a braille page printer designed to emboss braille at similar or faster rates than tele-types) as a means of producing Grade II braille output. Explained are successive production stages, including the creation of an input data file, translation, braille, and the use of the Howe Press paper-tape driven, automatic stereotype. Included is a log reflecting the timing of actual operations during the initial experimental use of the DOTSYS-BRAILLEBOSS system. Direct output of the project is said to include a BRAILLEBOSS produced copy of *In Darkness*; a set of stereotype plates for press embossing of *In Darkness*; and a significant amount of experience with DOTSYS III installed in a commercial time-shared computer system, the BRAILLEBOSS, and the automatic stereotype. It is recommended that additional projects be planned to develop better instructions for input typists, to test input instructions, to provide general cost data under simulated operating conditions, and to test a rebuilt automatic stereotype which would use modern solid state logic similar to that used in the BRAILLEBOSS. (GW)

ED 074 662

EC 051 463

Standards for Personnel Training in Mental Retardation and Related Developmental Handicaps.

National Inst. on Mental Retardation, Toronto (Ontario).

Spons Agency—Canadian Association for the Mentally Retarded, Toronto (Ontario); Canadian Dept. of National Health and Welfare, Ottawa (Ontario).

Pub Date Feb 73

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Programs, Educational Programs, *Exceptional Child Education, *In-service Education, Institutional Personnel, *Mentally Handicapped, National Programs, Personnel, *Standards

Identifiers—Normalization

Presented are the Canadian national standards for programs training Level I and Level II personnel to work with mentally and developmentally handicapped children and adults within the community. Stressed are the principle of normalization and the prevention of institutionalization as part of the long range plan to develop comprehensive community service systems across Canada. Twelve major terms used in the document such as normalization are defined. Outlined are entrance requirements to Level I and Level II programs, organization of programs, and course credits. Minimum competencies of Level I graduates are listed such as an understanding of the principle of normalization and the performance of basic daily routines. Both academic instruction and applied training are included in the 1 year program. Level II graduates are required to have additional competencies in areas such as behavior modification and in an area of specialization. An additional year of academic and applied training comprise the Level II program. Program registration and upgrading procedures are given. Included among the appendixes are addresses of regional chairmen and the complete application for program registration. (DB)

ED 074 663

EC 051 464

Dalrymple, George F.

Development and Demonstration of Communication Systems for the Blind and Deaf/Blind. Braille Communication Terminals and Tactile Paging Systems. Final Report.

Massachusetts Inst. of Tech., Cambridge. Sensory Aids Evaluation and Development Center.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Pub Date 26 Feb 73

Note—91p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Blind, Braille, Communication Problems, *Deaf Blind, *Electromechanical Aids, Employment, *Exceptional Child Education, Mobility Aids, Multiply Handicapped, *Sensory Aids, Visually Handicapped

Described is the BRAILLEBOSS, a braille page printer, which is useful as a short run braille producer and as an employment and education tool for the blind and deaf blind. Examples of applications are given, including its use by computer programmers, students, taxpayer service representatives, and news broadcasters. The machine is, for blind users, a braille counterpart of the familiar teletype page printer used by the sighted. TACCOM, a wireless signalling device for the deaf blind, is also described. Making use of a radio-activated pocket-size vibrator, TACCOM is reported to permit remote paging of deaf blind persons and give them a number of ancillary capabilities such as the sensing of ambient sound and light cues and communication of simple messages from a distance. Also given is a status report of the PATHSOUNDER ultrasonic mobility aid for the blind. (Author)

ED 074 664

EC 051 465

Contrucci, Victor J., Comp. And Others

Learning to Earn a Living: A Resource Guide for Implementation of the State Curriculum for the Educable Mentally Retarded.

Kenosha Unified School District 1, Wis. Dept. of Special Education; Wisconsin State Dept. of Public Instruction, Madison. Div. for Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—Bull-2484

Pub Date Sep 72

Grant—OEG-59149-72

Note—182p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Class Activities, *Educable Mentally Handicapped, Elementary School Students, *Exceptional Child Education, Guidelines, Lesson Plans, Mentally Handicapped, *Prevocational Education, *Resource Guides, Secondary School Students

The resource guide provides a selection of approximately 50 teaching units on prevocational concepts and skills for use with educable mentally handicapped children at the primary, intermediate, and secondary levels. Stressed at each level are training for a job, choosing and getting a job, and working on the job. Teaching units are organized into behavioral objectives, activities, annotated resource materials, and evaluation. Fourteen units at the primary level cover topics such as the farmer's work, why people work or don't work, jobs of the family, school as an occupation, and responsibilities of the worker. Among the specific activities of the 12 teaching units at the intermediate level are pantomiming jobs, discussing sources of family income, and reading newspaper ads. A survey of local job opportunities, a study of services and agencies that assist in job finding, and a consideration of employee-employer relationships and wages are among the activities of the 26 teaching units at the secondary level. A bibliography lists approximately 150 books and 330 films or filmstrips, 60 other audiovisual materials, and 40 tests and evaluations. Entries often include an evaluative annotation as well as information regarding title, author, source, and cost. (DB)

ED 074 665

EC 051 466

Rusalew, Herbert Richterman, Harold

Multi-Handicapped Blind Persons Can Work.

National Industries for the Blind, New York, N.Y.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Pub Date 30 Jun 72

Note—85p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Blind, *Demonstration Projects, *Exceptional Child Education, Handicapped, *Multiply Handicapped, *Sheltered Workshops, Visually Handicapped, Vocational Rehabilitation, Young Adults

The demonstration project assessed an innovative approach to the provision of remunerative work for evaluation, training, and employment purposes in sheltered workshops for 291 blind individuals who also were limited by vocationally significant intellectual, physical, emotional, and/or social disabilities. The multiply handicapped subgroup of the blind population, constituting a growing proportion of the workshop caseload, was seen to require work tasks that have special attributes that are in keeping with their multiple limitations. The project demonstrated that specially designed screening, product development, engineering, and rehabilitation techniques help the multiply handicapped blind to put out salable products. The outstanding conclusion was that, assisted by product development and related activities, workshops are able to serve growing proportions of multi-handicapped blind persons with unprecedented effectiveness. As a result of the demonstration, National Industries for the Blind (NIB) incorporated the experimental procedures into its ongoing service to NIB-associated workshops and is planning to extend the procedures beyond the government-purchase area into the private industry sector. (Author)

ED 074 666

EC 051 513

Twenty-fifth Anniversary Annual Meeting,

Minutes. May 3, 4, 5, 1972.

President's Committee on Employment of the Handicapped, Washington, D.C.

Pub Date May 73

Note—57p.; Minutes of Twenty-fifth Anniversary Annual Meeting, President's Committee on Employment of the Handicapped, May 3, 4, 5, 1972, Washington, D.C.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, *Employment, *Employment Opportunities, *Exceptional Child Services, *Handicapped Children, National Organizations, Young Adults

Identifiers—Presidents Committee on Employment of Handicapped

Reported were proceedings of the twenty-fifth annual meeting of the President's Committee on Employment of the Handicapped. Opening

ceremonies included a speech summarizing past and projected developments in employment of the handicapped, a speech by Raymond Burr who acted as master of ceremonies, recognition of many categories of volunteers who assisted the handicapped over the past quarter of a century, and tributes to outstanding handicapped individuals. Summarized were recommendations from panel discussions on such topics as better living for the handicapped, legislation, rehabilitation, the problems of handicapped persons who also live in poverty, disabled veterans, recreation, and public relations. Devices for the handicapped, including an electric cart, a coordinated electric arm, and an electric elbow, were demonstrated. Reported were events which took place concurrently with the annual meeting, such as a symposium conducted by the Partners Rehabilitation Education Program and a board meeting of the Job Placement Division of the National Rehabilitation Association. (GW)

ED 074 667

EC 051 514

Blumenfeld, Jane And Others

A Guide for the Teacher of the Trainable Mentally Handicapped.

New Mexico State Dept. of Education, Santa Fe. Div. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 70

Note—345p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Academic Ability, *Behavioral Objectives, Communication Skills, *Curriculum Guides, *Exceptional Child Education, *Instructional Materials, Interpersonal Competence, Mentally Handicapped, Perceptual Motor Coordination, Psychomotor Skills, Self Care Skills, *Trainable Mentally Handicapped, Vocational Education

The guide for teachers of trainable mentally handicapped children describes behavioral objectives, activities, and instructional materials (primary, intermediate, and prevocational levels) for the following curriculum areas: self help skills, social skills, perceptual motor skills, communication skills, functional academic skills, economic usefulness skills, and vocational preparation. Behavioral objectives concern such activities as brushing teeth, using a knife to cut soft meat, learning to take turns, using telephones, using elevators and escalators, making change, and recognizing neighborhood signs. Listed at the end of each curriculum area are additional materials, including books, pamphlets, games, filmstrips, music, and records. Introductory sections deal with professional and personal qualifications for teachers and aides, responsibilities of the director of special education, program evaluation, recreational planning, and community responsibility for post school planning. Appendixes discuss a procedure for integrating special education classes into regular school programs, a body image unit, daily schedules, and parent communication; and list guidelines for school aides, materials and equipment needed in classrooms for the trainable mentally retarded, instructional materials centers, annotated bibliographies for professional libraries and parents, sources of free and inexpensive materials, and companies with listings relevant to special educators. (GW)

ED 074 668

EC 051 565

Rawlings, Brenda And Others

Characteristics of Hearing Impaired Students by Hearing Status. United States: 1970-71.

Gallaudet Coll., Washington, D.C. Office of Demographic Studies.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 73

Note—46p.; Data from the Annual Survey of Hearing Impaired Children and Youth; Series D, Number 10

Available from—Gallaudet College Book Store, Washington, D.C. 20002 (Series D-Number 10 \$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age, *Aurally Handicapped, Educational Background, Etiology, *Exceptional Child Research, *Hearing Loss, Medical Evaluation, *National Surveys, Parents, School Districts, Sex (Characteristics), *Statistical Data, Surveys

Presented were data from the Annual Survey of Hearing Impaired Children on selected charac-

teristics of approximately 41,000 hearing impaired students who were enrolled in special educational programs during the 1970-1971 school year. Included was information on sex, age, additional handicapping conditions, ages of onset and of discovery of the hearing loss, probable etiology, type of present educational program, parental history of deafness, and distribution according to the states in which students were attending school. Each of the variables was discussed in terms of the following student groupings: all students; students with an average hearing capacity of under 85 decibels in their better ear; students whose average hearing capacity in their better ear was over 85 decibels; and students for whom an average hearing level in the better ear could not be computed. Examined were data collection methods, the choice of variables, and the qualifications and limitations of the data. (Author)

ED 074 669 EC 051 567
A Comprehensive Plan for Special Education.
 District of Columbia Public Schools, Washington, D.C.

Pub Date Sep 72
 Note—159p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Organization, Educational Objectives, *Exceptional Child Education, Goal Orientation, *Handicapped Children, Personnel, *Program Proposals, Public Schools, School Services, Special Classes, *State Departments of Education

Identifiers—*District of Columbia

The comprehensive plan for special education in the public schools of the District of Columbia explains program goals, objectives of an outreach program designed to aid in the identification of preschool and school age populations requiring special services, the organizational structure of special educational programs and services, and procedural steps and due process connected with any alteration of the basic instructional program which is regularly provided for the majority of students. Also considered are departmental responsibilities and coordination, interagency responsibilities and coordination, and departmental relationships with colleges and universities. Short- and long-range objectives, staff development priorities, personnel assignments, costs, and services delivered are discussed. The summary of departmental programs and services, which comprises the bulk of the document, describes an organizational structure involving levels of service determined by the nature of the setting in which the service is offered. It is noted that programs at all levels are designed to maintain a large percentage of children with special needs in regular classrooms, and to allow for partial integration and ongoing reassessment of the remaining children with the intention of returning them to the educational mainstream as soon as possible. (GW)

ED 074 670 EC 051 590
Management System for EMR Work Study Program.

Columbia County Board of Public Instruction, Lake City, Fla. Exceptional Child Education Dept.

Pub Date 73
 Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Computer Programs, Course Objectives, *Educable Mentally Handicapped, Evaluation, *Exceptional Child Education, Home Economics, Information Systems, Mentally Handicapped, Rating Scales, Vocational Education, *Work Study Programs

Identifiers—Daily Living Skills

A computerized information management system involving the specification of objectives, the coding of teacher evaluations of students, and a variety of possible outputs has been used in a work study program for educable mentally retarded adolescents. Instructional objectives are specified and coded by number and category. Evaluation is by means of a six-point rating scale. Four types of reports can be generated by the system such as reports indicating student deficiencies and gains. The major portion of the document consists of a listing of nine to 23 objectives for each of the following instructional areas: applying for a job (prevocational skills), child care, household cleaning, motel maid, wardrobe care, food preparation, care of the invalid and infirm,

service station attendant, mechanics assistant, small engine maintenance, communication skills, reading skills, numerical skills, social skills, banking and insurance, personal health and grooming, personal leisure time activities, personal swimming skills, cooking for boys, repairing household appliances, family living-consumer education, general citizenship, and voting, taxes, and social security. Sample computer reports, data cards, and teacher evaluation forms are included. (DB)

ED 074 671 EC 051 667
Directory of Organizations Interested in the Handicapped.

People-To-People Committee for the Handicapped, Washington, D.C.
 Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date [73]

Note—48p.; Revised edition

Journal Cit.—Committee for the Handicapped, People to People Program, 1146 16th Street, N.W., Washington, D.C. 20036

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agencies, Community Organizations, *Directories, *Employment, *Exceptional Child Services, Handicapped, Handicapped Children, National Organizations, *Rehabilitation

Intended as a reference to available sources of guidance, information, and advice, the directory lists 89 private and federal agencies and organizations concerned with training, treatment, techniques, and procedures used in rehabilitating and employing the handicapped. Listings usually include names of executive officers, an address, purposes, programs, and publications. Organizations as varied as the American Legion, the Arthritis Foundation, and the Boy Scouts of America are included. (DB)

ED 074 672 EC 051 668

Jackson, Robert M. And Others

Methods and Results of an Every-Child Program for the Early Identification of Developmental Deficits.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [73]

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Development, Community Programs, *Disadvantaged Youth, *Exceptional Child Education, Interdisciplinary Approach, Maturation, Physical Development, Preschool Children, *Preschool Evaluation, *Screening Tests, Slow Learners

The report examined a pilot program for the early identification of developmental deficits by a multidisciplinary team of psychologists, educators, and medical personnel. The team conducted a community wide project designed to establish contact with and evaluate the developmental progress of all preschool children in a low income rural school district. The initial contacts were home visits by paraprofessionals who evaluated the developmental level of all preschool children through the use of rating scales. Parents and children then attended a Community Clinic staffed by the multidisciplinary team which screened children for developmental disabilities or special education needs. Of the 18 preschool children for whom educational intervention was recommended, 14 children were eventually enrolled in either Head Start or Special Education classes. (Author)

ED 074 673 EC 051 669

Levine, Eleanor Fineman, Carol

Prescriptive Profile Procedure for Children With Learning Disabilities.

Dade County Public Schools, Miami, Fla.

Spons Agency—Florida State Dept. of Education, Tallahassee. Education for Exceptional Children Section.

Pub Date [73]

Note—244p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Academic Achievement, *Diagnostic Teaching, Elementary School Students, *Exceptional Child Education, *Individualized Instruction, *Inservic Teacher Education, *Learning Disabilities, Student Behavior

The Prescriptive Profile Procedure (P²P) attempts to provide teachers of learning disabled elementary school children with a procedure of

individualized diagnosis and educational prescription which encompasses strengths and weaknesses in prerequisite skills, basic school subjects, and behavioral factors. A competency statement and six to 12 behavioral objectives for the teacher using the document introduce each section. Approximately 20 pages of self-evaluative applications follow each section to determine whether the objectives have been met. Diagnosis and prescription for a hypothetical child illustrate the procedure throughout the document. Explained in the section on prerequisite skills are using the test battery, recording test data, profiling prerequisite skills test scores, and interpreting and prescribing in the area of prerequisite skills. Diagnosis, prescription, and examples of instructional objectives are given in the second section on the basic school subjects of reading, mathematics, writing, and spelling. Behavioral factors are considered in the third section which describes the PPP behavior profile, the L-J sociometric test, the self appraisal inventory, and the PPP school sentence form. The final section deals with prescription integration in terms of deficit prescription charts, a prescription planning page, and a method and materials chart. (DB)

ED 074 674 EC 051 671

Hearing and Related Medical Findings Among Children: Race, Area, and Socioeconomic Differentials United States.

National Center for Health Statistics (DHEW), Rockville, Md.

Report No.—HSM-73-1604

Pub Date Oct 72

Note—41p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Vital and Health Statistics - Series 11, No. 122, \$0.70)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aurally Handicapped, Childhood, *Exceptional Child Research, *Geographic Regions, *Hard of Hearing, *National Surveys, *Racial Factors, Socioeconomic Influences

The national survey examined a probability sample of 7,417 children 6 to 11 years of age to provide estimates showing regional, racial, and socioeconomic differentials in the prevalence of ear, nose, and throat pathology and hearing problems. Data were obtained by means of a medical examination by a staff pediatrician and a medical history obtained from the child's parents. Principle findings included the following: abnormalities of the eardrum were found about as often among white children as Negro children but more frequently among children from the South and from rural areas; conditions indicative of past or present infection were found more frequently among white than Negro children, among children from the South, and among children from rural areas; complete occlusion of the drum by cerumen was found more frequently among Negro children and children from the South; tonsils were found to be removed more frequently among white children, children not from the South, and children in families with incomes greater than \$5,000; a history of ear infection and ear injury was reported more frequently among white than Negro children; trouble hearing was reported more frequently among children in the South; children in rural areas more frequently had a history of ear and hearing problems than children living in urban areas; and the prevalence of trouble hearing was greatest among children from families where income and parent education level was lowest. (DB)

ED 074 675 EC 051 672

Carter, Ronald D. Poeschel, Susan M.

PROJECT SED: Trail-blazing for Severely Disturbed Youngsters in a Public School.

Pub Date [72]

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autism, *Behavior Change, Emotionally Disturbed, *Exceptional Child Education, Operant Conditioning, Performance Factors, *Program Descriptions, *Schizophrenia

Described is a program to provide educational services for severely emotionally disturbed (autistic or childhood schizophrenic) children based on behavior modification principles. Both formal and informal tests of performance are given in the areas of preacademic and readiness tasks. Each child is individually tutored in language, pre-reading, pre-arithmetic, and self help

skills. Parental reaction to the program has been positive. A sample of student growth in the 8 months of the program is that of a child who previously rocked incessantly, threw furniture, and screamed, but who now sits quietly, waits her turn, and plays cheerfully. The instructional staff have been involved in obtaining instructional materials, doing paperwork, and restricting the involvement of visitors. (DB)

ED 074 676 EC 051 673

Jordan, June B., Ed. Dailey, Rebecca F., Ed.
Not All Little Wagons Are Red; the Exceptional Child's Early Years.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 73

Note—213p.; A report from the Invisible College Conference on Early Childhood Education and the Exceptional Child

Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Jefferson Plaza Suite 900, Arlington, Virginia 22202 (\$7.75)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Child Care Centers, Conference Reports, *Early Childhood Education, *Exceptional Child Education, Handicapped Children, Identification, Information Utilization, *Innovation, *Intervention, *Program Development, Teacher Education

Collected are presentations from the Invisible College Conference on Early Childhood Education and the Exceptional Child, convened for the purpose of sharing with administrators, program planners, and teachers current thinking of key leaders in intervention research, curriculum and materials development, personnel training, and program evaluation. The first section offers a rationale and historic perspective for early intervention, in one paper about the importance of early education and another on the educability of intelligence in young children. The identification of exceptional children is discussed in the second section which includes a paper on increasing the lead time for the preschool aged handicapped child, and a paper on the type of teacher who can effectively teach the exceptional young child. The third section considers program models and resource materials in papers on the following topics: implications of research with disadvantaged children, training of parents in the early education of the handicapped, an early childhood education center with a developmental approach, a child development/day care resources project, and planning and evaluation. Three papers on the training of personnel consider training in a day care system, a handbook for training facilitators, and the need for an integrated approach to training, respectively. In the final section on initiating and implementing change are discussed public involvement in early childhood education in Illinois and the psychology of planned change. (DB)

ED 074 677 EC 051 674

Preschool Learning Activities for the Visually Impaired Child, A Guide for Parents.

Illinois State Office of the Superintendent of Public Instruction, Springfield. Instructional Materials Center.

Pub Date 72

Note—102p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Aural Learning, *Blind, *Exceptional Child Education, *Home Instruction, Parent Education, Preschool Children, Self Care Skills, Socialization, *Tactile Perception, Travel Training, Visual Learning, Visually Handicapped

Intended for parents of blind preschool children, the booklet lists games and activities to develop independence by means of tactual, aural, physical, self care, social visual, and mobility training. Activities are listed for the 3-year-old, the 4-year-old, and the 5-year-old under the specific skill developed. Instructions for particular games and recommended materials are listed after each section. Examples of activities include comparing the sizes of measuring cups, spoons, and pans (tactual), finding the mother by following the sound of her voice (aural), playing Simon Says (physical), feeding himself (self care), making friends (social), using light cues to aid mobility (visual), and knowing his way around the house (mobility). A glossary of terms such as

blindisms and educationally blind and a listing of Illinois agencies serving the visually impaired are also included. (DB)

ED 074 678 EC 051 698

Deno, Evelyn N., Ed.
Instructional Alternatives for Exceptional Children.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D.C.

Pub Date 73

Grant—OEG-0-9-336-005(725)

Note—211p.

Available from—The Council for Exceptional Children, 1411 South Jefferson Davis Highway, Arlington, Virginia 22202 (\$2.50)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Classification, *Educational Trends, *Exceptional Child Education, *Handicapped Children, Incidental Learning, *Innovation, Program Evaluation, *Regular Class Placement, Resource Teachers, Teacher Education, Team Teaching

The monograph presents 15 papers on the provision of special education services within the regular classroom. Common areas of concern of many of the authors include the following: the separation of the regular and special education systems is not educationally sound; traditional ways of labeling handicapped children are of limited educational value; evaluation of outcomes of educational intervention is a public concern; the team approach to diagnosis and treatment has not been as effective as anticipated; and much of the child's learning takes place outside the school. The first section on programs training service strategists presents a paper each on the following five models: statistician, learning problems, consulting teacher, diagnostic prescriptive teacher, and classroom specialist. Resource systems are discussed in four papers of the second section which present precision teaching at both the elementary and secondary levels, a resource system for the educable mentally handicapped, and a general special education resource teacher model. Considered in the third section on structural change approaches are structural reform in an elementary school, structural reform in a total school district, preparing handicapped children for regular class participation, and clarifying sub-system service responsibilities. The final section offers commentaries on future directions and innovations. (DB)

ED 074 679 EC 051 699

Levine, Martin
Social Sciences: Curriculum Guide for Teaching Gifted Students Social Sciences in Grades Seven Through Nine.

California State Dept. of Education, Sacramento. Div. of Special Education.

Pub Date 73

Note—61p.

EDRS Price MF-\$0.65 HC-\$2.29

Descriptors—Civil Liberties, Courts, *Curriculum Guides, *Exceptional Child Education, *Gifted, *Junior High School Students, Legal Responsibility, Lesson Plans, *Social Sciences

Presented is a curriculum guide for teaching gifted junior high students social studies. The main purpose of the curriculum is to heighten student awareness of justice and due process of law by means of preparing for and conducting a mock trial of an historical figure. Thirteen cognitive behavioral objectives and five affective objectives are listed. Five to seven class periods are recommended for phase one of the curriculum which consists of motivation and background, introduction to themes and a study of the life and times of the defendant. Sample lesson plans are given for study topics such as the rights of the accused, the Bill of Rights, unreasonable search and seizure, the right to remain silent, and an introduction to due process. Phase two of the curriculum consists of preparation of roles for the trial in small groups and involves research skills and teacher-group interaction for five to eight class periods. Sample lesson plans consider initiation of phase two, organizing the groups, small group work, the culminating activity program, and suggested follow up activities. A final chapter gives sample test items. An annotated bibliography of approximately 30 books or articles, six motion pictures and one filmstrip are also included. (DB)

ED 074 680

EC 051 701

Hinesley, J. Howard, Comp.

Primary Handicaps of Students in Programs for the Physically Handicapped.

Florida State Dept. of Education, Tallahassee. Education for Exceptional Children Section.

Pub Date 73

Note—19p.; A Report of a Survey

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Research, *Glossaries, Homebound, Home Instruction, Hospitalized Children, *Physically Handicapped, Special Classes, *State Surveys, Tutoring

Identifiers—*Florida

Reported is a survey of types of handicaps served by special programs for physically handicapped, homebound, and hospitalized children in Florida. The information represents 215 full time and hourly teachers. Types of handicaps served are listed, ranked, and number of cases given. Cerebral palsy is reported to be the most common type of handicap served by classes for physically handicapped. Accident and pregnancy are given to be the most common indicators for homebound instruction while accident and surgery are the primary types of handicap requiring hospital instruction. About half the document consists of a glossary of 87 terms used by clinical educators. Examples of terms defined include abcess, bilateral genu valgum, cancer, convulsive disorders, detached retina, enteritis, glaucoma, leukemia, sickle cell anemia, and visually handicapped. (DB)

ED 074 681 EC 051 730

Fredericks, H. D. Bud And Others

Impact 6 of the Title VI Programs in the State of Oregon September, 1971-August, 1972.

Oregon State System of Higher Education, Monmouth. Teaching Research Div.

Spons Agency—Oregon State Board of Education, Salem.

Pub Date 72

Note—144p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Elementary School Students, *Exceptional Child Education, Federal Aid, *Handicapped Children, Preschool Children, *Program Descriptions, *Program Evaluation, Secondary School Students

Identifiers—Elementary Secondary Education Act Title VI, *Oregon

Described and evaluated were 18 Oregon projects for handicapped children at the preschool, elementary, and secondary school levels funded under Title VI of the Elementary and Secondary Education Act of 1965. Handicapping conditions and the number of children served were as follows: emotionally disturbed (199), learning disabled (185), trainable mentally retarded (27), physically handicapped (144), deaf (33), educable mentally retarded (18), multiple handicapped (45), and speech handicapped (111). The third party evaluation team made the following general conclusions: the use of behavior modification techniques with emotionally disturbed children continues to be most effective for children with behavior problems; Distar is an effective tool in the remediation of learning disabilities; there is increasing evidence of the value of preschool education for handicapped children; and the evaluation technique contributes to the quality of both Title VI projects and special education within the state. Projects are generally described in terms of project title, location, type and number of children served, funding allocated, project beginning date, project ending date, background and rationale, objectives and evaluation plan, methodology, results, and third party evaluator's comments. (DB)

ED 074 682 EC 051 731

Physically Handicapped/Special Health Problems and Cerebral Palsy: A Selective Bibliography. Exceptional Child Bibliography Series No. 628.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Aug 72

Note—31p.

Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstracts, *Bibliographies, *Cerebral Palsy, *Exceptional Child Education, *Physically Handicapped, *Special Health Problems.

The selected bibliography on physically handicapped, special health problems and cerebral palsy contains approximately 100 abstracts with indexing information drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts were chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (three order blanks are provided), and provides an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1964 to 1971. (DB)

ED 074 683 EC 051 732
Counseling and Psychotherapy; A Selective Bibliography. Exceptional Child Bibliography Series No. 629.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Aug 72

Note—32p.
 Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Bibliographies, *Counseling, Emotionally Disturbed, *Exceptional Child Education, *Psychotherapy

The selected bibliography on counseling and psychotherapy contains approximately 100 abstracts with indexing information drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts were chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (four order blanks are provided), and provides an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography. Publication date of documents abstracted ranges from 1968 to 1972. (DB)

ED 074 684 EC 051 733
Directories of Services and Facilities; A Selective Bibliography. Exceptional Child Bibliography Series No. 638.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Aug 72

Note—20p.
 Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstracts, *Bibliographies, *Directories, *Exceptional Child Education, *Facilities, Handicapped Children, *Services

The selected bibliography of directories of services and facilities for exceptional children contains approximately 75 abstracts with indexing information drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts were chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information ex-

plains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), and provides an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1966 to 1972. (DB)

ED 074 685 EC 051 734
Minority Groups/Disadvantaged Youth; A Selective Bibliography. Exceptional Child Bibliography Series No. 646.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Aug 72

Note—32p.
 Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Bibliographies, *Disadvantaged Youth, *Exceptional Child Education, *Minority Groups

The selected bibliography on minority groups and disadvantaged youth contains approximately 100 abstracts with indexing information drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts were chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (two order blanks are provided), and provides an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1960 to 1972. (DB)

ED 074 686 EC 051 735
Audiovisual Instruction; A Selective Bibliography. Exceptional Child Bibliography Series No. 653.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Aug 72

Note—32p.
 Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Audiovisual Instruction, *Bibliographies, *Exceptional Child Education, *Handicapped Children

The selected bibliography on audiovisual instruction contains approximately 100 abstracts with indexing information drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts were chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (four order blanks are provided), and provides an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1965 to 1972. (DB)

ED 074 687 EC 051 736
Programmed Instruction; A Selective Bibliography. Exceptional Child Bibliography Series No. 654.
 Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Aug 72

Note—23p.
 Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Bibliographies, *Exceptional Child Education, *Handicapped Children, *Programmed Instruction

The selected bibliography on programmed instruction contains approximately 70 abstracts with indexing information drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts were chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), and provides an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1962 to 1972. (DB)

ED 074 688 EC 051 747
Lappin, Joseph S.
Communication for Handicapped Children. Final Report.

Vanderbilt Univ., Nashville, Tenn. Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-1-D-035

Pub Date 19 Mar 73

Grant—OEG-4-71-0065

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication Skills, *Exceptional Child Research, Expressive Language, *Motor Reactions, *Physically Handicapped, *Prostheses, Receptive Language

Reported were data concerned with research and development of communications systems for persons with motor handicaps. An experiment on receptive communication which attempted to determine whether tactual information could be acquired simultaneously by several fingers indicated that superior performance resulted when patterns were scanned by one finger on each of two hands. A second experiment on receptive communication investigated the relative effectiveness of three alternative symbol systems which varied the geometric similarity of symbol and referent. Results showed the greatest learning occurred when symbol and object were similar. Also reported was the construction of two prototype systems that are intended to provide a means of expressive communication for two cerebral palsied persons, one child and one adult. The system contained three functionally separate components: interface to the subject, code converter, and output display of symbols. Plans for the development of this system were said to include research on the selection of input codes, and arrangements for manufacture and distribution. (GW)

ED 074 689 EC 051 809
Garrett, Candace S. And Others
Anticipation of Cognitive Behavior of Mentally Retarded and Normal Children.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Feb 73

Grant—OEG-9-242178-4149-032

Note—34p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

Available from—Candace S. Garrett Center for Innovation in Teaching the Handicapped, 2853 East Tenth Street, Bloomington, Indiana 47401
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescents, Childhood, *Cognitive Processes, *College Students, *Educable Mentally Handicapped, *Exceptional Child Research, *Expectation, Mentally Handicapped

The study attempted to determine the relative accuracy with which 290 college students anticipated the responses of a group of 65 educable mentally retarded (EMR) males (11- to 14-years-old) and a group of 66 normal children (10- to 14-years-old). Anticipations were analyzed according to the students' sex, academic major, age, hours in special education courses, and experience with EMR children. Data indicated that all groups of college students anticipated the non-retarded children's responses at a reasonable level of accuracy (mean of 13.2 correct answers out of a possible 24), but that none of the groups correctly anticipated responses of EMR Ss at any level of proficiency (mean of 5.5 correct answers out of 24). However, special education majors, students in special education courses, students who had had experience with EMR children, oldest students, and females were better than their counterparts in anticipating responses of the EMR group. It was found that graduate special education majors did not anticipate more accurately than undergraduate majors, and that students who had taken two or three special education courses anticipated EMR responses as poorly as students with no special education background. Findings were thought to show that students are oversensitized to the differences between EMR and nonretarded children to such an extent that their anticipations of EMR responses are as poor as those of students without special training. (GW)

ED 074 690 EC 051 810

Hayden, Alice H.

A Child Development, Behavior Modification Research, and Data-Based Model for Training Teachers of Young Handicapped Children.

Washington Univ., Seattle. Child Development and Mental Retardation Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Feb 73

Note—19p.; A slide-tape presentation presented at American Educational Research Association Meeting (New Orleans, Louisiana, February, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Early Childhood Education, *Exceptional Child Education, Graduate Study, *Handicapped Children, Program Descriptions, *Special Education Teachers, *Teacher Education, Universities

Presented is the text of a slide-tape presentation on staff training at the model preschool center of the Child Development and Mental Retardation Center (CDMRC) at the University of Washington in Seattle. The CDMRC is said to consist of a medical research unit, a clinical training unit, a behavioral research unit, and an experimental education unit containing 15 teaching stations which serve handicapped children (0 to 18 years old). Facilities for training interns in the educational unit are said to include an instructional center equipped for visual and auditory presentations, a library, and communications observation booths. Programs in which trainees may intern in the educational unit are described, including a preschool program, two communication programs, a program for children with Down's Syndrome, and various field programs. Trainees accepted at the preschool center are required to be eligible for admission to the graduate school and to an advanced degree program in special education. Elements of the training program are listed, such as the course on the diagnosis and management of the young handicapped child taught by faculty representatives from nine different disciplines, staff training meetings, demonstrations of instructional procedures for trainees, data recording procedures, and the use of television and prompters to facilitate feedback to trainees. Brief descriptions of the slides accompanying the text are included. (GW)

ED 074 691 EC 051 884

Festinger, Leon And Others

Eye Movement Disorders in Dyslexia. Final Report.

New School for Social Research, New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-00-419

Pub Date Sep 72

Grant—OEG-2-70-0034(509)

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Childhood, *Dyslexia, *Etiology, *Exceptional Child Research, *Eye Movements, Learning Disabilities

Eye movements of 18 male and seven female dyslexic children and 10 normal children were evaluated to determine if eye movement disorders may be the cause of some of the symptoms associated with dyslexia. Data on eye movements were collected while Ss moved their eyes from one fixation point to another in a nonreading situation. Errors in vertical eye movements significantly differentiated between normal and dyslexic children. Within the dyslexic group, children who showed large vertical eye movement errors were also the ones whose reading problems included skipping or repeating lines and losing the place. It is concluded that eye movement disorders are probably the cause of reading problems for a subgroup of dyslexic children. (Author/DB)

ED 074 692 EC 051 885

Kaufman, Herbert Smith, Jerome

Perceptual Capacities of Retarded and Normal Children. Final Report.

Connecticut Univ., Storrs.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—BR-00-601

Pub Date Sep 72

Grant—OEG-1-70-00601-0101(508)

Note—160p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Discrimination Learning, *Exceptional Child Research, Identification, *Memory, *Mentally Handicapped, *Perception, Recall (Psychological), Stimulus Behavior

Eight experiments using as Ss either retarded children, normal children, or normal adults studied the relations of retardation and normal development to the perceptual process of identification. Two experiments were reported on the identification of stimuli varying in either one, two, or three dimensions. Retardates did not perform as well as normals of equal chronological or mental age. Multidimensionally varying stimuli were easier to identify than those varying unidimensionally. In three experiments efficiency in identification and discrimination tasks was evaluated. The effects of dimensional combination and stimulus distinctiveness were similar both in normal adults and retarded children. Success was reported in increasing the efficiency of retardate performance by first presenting a less demanding memory task (discrimination) and moving to a more demanding task (match-to-sample identification). Three experiments evaluated short term memory coding. Memory effects were found in all studies in which delay between stimulus presentation and response was varied. Explicit coding was not found to be effective at very short presentation times when the code was in octal form. The coding involved in remembering word-like material as opposed to non-word-like material was effective at even ten milliseconds presentation time. The rapid coding appeared to be under the subject's conscious control. (Author/DB)

EM

ED 074 693

Shubik, Martin

Methodological Advances in Political Gaming: The One-Person Computer Interactive, Quasi-Rigid Rule Game.

Rand Corp., Santa Monica, Calif.

Report No—AD-742-388; P-4733

Pub Date Nov 71

Note—20p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-742 388; MF \$0.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Computers, Computer Science, *Decision Making, *Educational Games, *Game Theory, Interaction Process Analysis, *Political Science

The main problem in computer gaming research is the initial decision of choosing the type of gaming method to be used. Free-form games lead to exciting open-ended confrontations that generate much information. However, they do not easily lend themselves to analysis because they generate far too much information and their results are seldom replicable. On the other hand, rigid-form games, characterized by the prespecification of objects and rules, tend to be easily controlled and analyzed, but do not enhance the individual creativity necessary for insightful play. In order to reconcile these extremes, this paper discusses the merits of the one-person quasi-rigid rule game. This recent innovation defines the individual decision as the relevant unit of observation; because of this approach the data analysis is made easier without destroying the initiative of the players. The authors feel that this new gaming method will be a precursor of stronger, more scientific interest and activity in computer gaming for educational purposes. (MC)

ED 074 694

EM 010 561

Jones, Douglas, Ed.

Communications and Energy in Changing Urban Environments. Colston Papers Volume 21.

Colston Research Society, Bristol (England).

Pub Date 71

Note—235p.; Proceedings of the Symposium of the Colston Research Society (21st, University of Bristol, Great Britain, March 24-28, 1969)

Available from—The Shoe String Press, Inc., 995 Sherman Avenue, Hamden, Connecticut 06514 (\$14.00)

Document Not Available from EDRS.

Descriptors—Building Design, Climatic Factors, Communication Problems, *Communications, Conference Reports, Design Needs, Ecology, *Energy, *Environment, Environmental Influences, Environmental Research, Human Engineering, Information Networks, Planned Community, Simulated Environment, Suburban Environment, Symposia, Telecommunication, Transportation, *Urban Environment, Urban Population

Identifiers—Colston Research Society, *Great Britain

Recognizing that the need to exchange information has been one of the critical influences in urban design, the Twenty-First Colston Research Society (CRS) Conference explored a variety of topics in the area of communications, transportation, and the environment. These subjects were pursued from the British experience and most all the papers have specific relevance to either Greater London or Great Britain. Primarily the conference scrutinized the current concept of "city" by means of a theoretical systems analysis that was based on information flow. Also discussed were the future of urban planning, telecommunication, public transportation, and human interaction. A simulation model for use as a design tool by planners was presented. (MC)

ED 074 695

EM 010 617

Mizenko, Albert J Evans, Allyn A.

An Instructional Model for Computer Assisted Instruction. Technical Report.

Army Signal Center and School, Fort Monmouth, N.J.

Report No—AD-745-409; CAI-TR-71-2

Pub Date May 71

Note—25p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-745 409; MF \$0.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Computer Programs, Curriculum Development, Educational Strategies, Electronic Technicians, Flow Charts, *Military Training, Programmed Tutoring, *Simulation, *Teaching Models

Identifiers—*US Army

An instructional model suitable for the implementation of the tutorial mode of a computer-assisted instruction program is described in this report. The general guidelines for the design of the model are presented. Course organization, instructional strategies, and learning paths are discussed. The model provided for the accommodation of high, middle, and low aptitude students in an adaptive learning environment. Also included in the report are flow charts that graphically depict the learning contingencies and instructional strategies addressed in the design of the model. (Author/MC)

ED 074 696 **EM 010 692**

Estelita, Thomas A.
Educational Projects for a Digital Logic Laboratory.
 Illinois Univ., Urbana. Dept. of Computer Science.

Spons Agency—Atomic Energy Commission, Washington, D.C.
 Report No.—PB-211-706; UIUCDCS-R-72-535
 Pub Date Jul 72

Note—95p.; Master's Dissertation, University of Illinois
 Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-211 706, MF \$0.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Computer Science, *Digital Computers, *Educational Strategies, Engineering Education, *Instructional Design, *Logic
 Identifiers—EXCEL, *Experiments in Computer Electronics and Logic

Presented in this study are a number of laboratory projects typical of those found in a course on digital logic design. In addition, an attempt is made to fuse together the theoretical and practical aspects of logic design. It was the purpose of this study to present an experience in the requirements of a logic design laboratory to the interested educator. The projects were developed on the EXCEL laboratory. (Author)

ED 074 697 **EM 010 699**

Kimberlin, Donald A.
Instructional Programming Guide For Computer Assisted Instruction. Technical Report.

Army Signal Center and School, Fort Monmouth, N.J.

Report No.—AD-749-469; CAI-TR-71-3
 Pub Date Jul 71

Note—63p.
 Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-749 469; MF \$0.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Computer Oriented Programs, Educational Strategies, *Instructional Design, Instructional Technology, *Military Training, *Programed Instruction, Programed Materials, Program Evaluation, Systems Approach, *Teaching Models

Identifiers—*US Army

The guidelines and procedures for the development of course materials for presentation by a computerized instructional system are described in this report. The tutorial mode of the instructional model is emphasized. The guide is intended to furnish the experienced instructional programmer with a ready reference which can be used to facilitate the preparation of computer-assisted instruction course material. In this model the instructional model is broken down into three component parts: the course, the phase, and the lesson module. Included in the report are a glossary, several flow charts, and sample lesson modules. (MC)

ED 074 698 **EM 010 702**

Frick, Frederick C.
Educational Technology Program. Quarterly Technical Summary, 1 March - 31 May 1972.
 Massachusetts Inst. of Tech., Lexington. Lincoln Lab.

Spons Agency—Department of Defense, Washington, D.C. Advanced Research Projects Agency.

Report No.—AD-747-013; ARPA-2146; ESD-TR-72-183

Pub Date 15 Jun 72
 Note—23p.; See also AD-742 299

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-747 013; MF \$0.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Curriculum Development, Man Machine Systems, Microfiche, *Military Training, Programed Instruction, *Simulators, *Systems Approach, Training

Identifiers—Lincoln Training System, LTS 3

The results of the field trials of the Lincoln Training System (LTS-3) program are summarized in this report. The LTS-3 system was designed to teach basic electronics to Air Force personnel at Kessler Air Force Base, Mississippi. The results indicated that the instructional delays

due to system failure were minimal, and those failures were isolated and corrected. The initial results of the system were excellent. Training time was reduced thirty-four%. The scores on the Block Test were slightly better for the LTS than for the control groups, and a student attitude survey indicated a strong preference for LTS over conventional training. The major emphasis in this program has been on reader system design, specifications for a self-processor, and studies of the audio channel as it affects the storing of digital control information on lesson fiche. (Author/MC)

ED 074 699 **EM 010 703**

Longo, Alexander A.
A Summative Evaluation of Computer Assisted Instruction in U. S. Army Basic Electronics Training. Technical Report.

Army Signal Center and School, Fort Monmouth, N.J.

Report No.—AD-749-470; CAI-TR-72-1
 Pub Date May 72

Note—57p.
 Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-749 470; MF \$0.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, *Computer Assisted Instruction, Computer Oriented Programs, Conventional Instruction, Educational Strategies, Instructional Technology, *Military Training, *Programed Instruction, Programed Materials, Program Evaluation, *Summative Evaluation, Systems Approach
 Identifiers—US Army

Presented in this report is an extension of the feasibility and follow-up studies on computer-assisted instruction (CAI) in the U.S. Army's Basic Electronic Training Course. The report is oriented toward demonstrating the viability of CAI coping with a large block (102 hours) of material under real-time training conditions. This evaluation is a comparative analysis of the effectiveness of CAI as a teaching system relative to the conventional mode of instruction. Included in the study are data on student achievement and attitudes toward CAI. (Author)

ED 074 700 **EM 010 704**

Brock, John F.
Development of Two Models for Improvement of a Combat Information Center Watch Officer Course: A Proposal for Implementation. Research Memo. (Final).

Naval Personnel and Training Research Lab., San Diego, Calif.

Report No.—AD-747-291; SRM-73-1
 Pub Date Jul 72

Note—81p.
 Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-747 291; MF \$0.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—Course Evaluation, *Curriculum Development, *Curriculum Evaluation, Educational Objectives, *Military Training, Program Content, *Programed Instruction, Programed Materials, Program Evaluation, *Teaching Methods

The Combat Information Center Watch Officer (CICWO) course was designed to train naval petty officers in the responsibilities and functions of the CICWO. In 1971 the Navy realized that the course was only partially fulfilling its mission, particularly in two important areas. The Navy had become alarmed at both the lack of high level performance task practice for CICWOs and the lack of adequate end-of-course objectives testing. The purpose of this report was to describe the development of two instructional models that specifically attacked these course weaknesses. The instructional model and examples of the lessons are presented. (MC)

ED 074 701 **EM 010 763**

Harding, T. E.
Let's Write a Script.

Pub Date 72
 Note—113p.

Available from—Hulton Educational Publications Limited, Raans Road, Amersham, Bucks, Australia (80 pence English)

Document Not Available from EDRS.

Descriptors—Broadcast Industry, *Creative Writing, Language Arts, Mass Media, Programming (Broadcast), *Radio, *Scripts, *Television, Writing

Some problems of writing scripts for radio and/or television are discussed, with examples provided to illustrate the rules. Writing both fictional scripts and documentaries are considered. Notes are also included to help the freelance writer who wishes to sell his work. (RH)

ED 074 702 **EM 010 769**

Couger, J. Daniel, Ed.
Computing Newsletter for Schools of Business.
 Colorado Univ., Colorado Springs. School of Business Administration.

Pub Date Jan 73
 Note—25p.

Available from—Computing Newsletter, Cragmor Road, Colorado Springs, Colorado 80907 (\$18.00 nine issues/year)

Journal Cit—Computing Newsletter; v6 n1 September 1972; v6 n5 January 1973

Document Not Available from EDRS.

Descriptors—Accounting, *Bibliographies, *Business Administration, Business Education, *Computer Assisted Instruction, Computer Oriented Programs, *Computers, Computer Science Education, Educational Games, Management Development, Management Information Systems, Marketing, *Newsletters, Simulation

The first of the two issues included here reports on various developments concerning the use of computers for schools of business. One-page articles cover these topics: widespread use of simulation games, survey of computer use in higher education, ten new computer cases which teach techniques for management analysis, advantages of the use of decision tables, ten exercises for students of marketing management, survey on courses in marketing information systems, computer-aided instruction in economics in a small college, survey of the public's attitude toward computers, computer-augmented instruction for a basic accounting course, and various references for the computer field. The second issue lists about 800 books useful in teaching business applications of the computer. These books are grouped by subject, such as introduction to electronic data processing and computer programming, and, within subject, they are further broken down into topics or likely users. For each book, author, title, publisher, date, and number of pages is included. (JK)

ED 074 703 **EM 010 771**

McKown, Clark Sparke, William
It's Only a Movie.

Pub Date 72
 Note—188p.

Available from—Prentice-Hall, Inc., Publishers, Englewood Cliffs, New Jersey 07632 (\$8.95, paperback \$3.95)

Document Not Available from EDRS.

Descriptors—*Creativity, Film Production, *Films, *Film Study, Mass Media, *Modern History, Production Techniques, *Visual Literacy

A montage of thought and comment on motion pictures is presented, from short articles to cartoons, quotes, poems, drawings and pictures. Included are descriptions of how movies are possible, techniques of filming and editing, criticisms, history, the effects of films on the people who watch them, and personalities of the people involved in films. (RH)

ED 074 704 **EM 010 778**

Quick, John Wolff, Herbert
Small-Studio Video Tape Production.

Pub Date 72
 Note—229p.

Available from—Addison-Wesley Publishing Company, Reading, Massachusetts 01867 (\$11.95)

Document Not Available from EDRS.

Descriptors—*Closed Circuit Television, Facility Guidelines, *Guides, *Production Techniques, *Television, *Video Tape Recordings

The potential of television as a communication tool is leading more and more people to consider doing their own television production. This book provides guidelines to the mechanics of small-scale television production, offers suggestions and guidelines for equipment purchasing, and offers to help to ensure that the equipment purchased will be used creatively and to produce a professional-looking product. (RH)

ED 074 705 **EM 010 833**

Burke, Richard C., Ed.
Instructional Television; Bold New Venture.

Pub Date 71

Note—145p.

Available from—Indiana University Press, Bloomington, Indiana 47401 (\$5.95)

Document Not Available from EDRS.

Descriptors—Administrator Role, Educational Television, Elementary Education, Evaluation, Evaluation Methods, *Individualized Instruction, Instructional Media, *Instructional Television, Secondary Education, Teacher Role, Television, Television Teachers

Instructional television, an innovation in education, is viewed in its practical aspects by this book, which presents the separate thoughts of eight persons who have had extensive experience with some aspect of instructional television. The role of television in education is considered, with separate chapters providing added detail for both elementary and secondary schools. Additionally, the roles of school administrator, television teacher, and television administrator are examined. Finally, problems of evaluating learning from educational television are discussed, along with possible uses of television in educating teachers and providing individualized instruction. (RH)

ED 074 706

EM 010 835

Research in Learner-Controlled Computer-Assisted Instruction. Annual Report. (Final) 1 May 70 - 30 April 71.

Berkeley Enterprises, Inc., Newtonville, Mass.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No.—AD-749-973; R-8-370-71

Pub Date Apr 71

Note—31p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-749 793; MF \$0.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—Algebra, Annual Reports, *Computer Assisted Instruction, *Computer Oriented Programs, Curriculum Design, Instructional Design, *Man Machine Systems, Manuals, *Programed Instruction, Statistics, *Student Centered Curriculum

The purpose of this research was to design several "small" and "interesting" computer programs which were acceptable and stimulating to the student, were controlled by the student rather than the teacher, and produced understanding of the knowledge to be learned. This report describes the assumptions made about interaction, motivation, and the role of the computer and also describes three computer programs produced: a probability and statistics explainer, an elementary algebra explainer, and a preliminary explainer for a section of a Navy training manual. Each of these programs contained an interchangeable message tape, so that if the structure of calls and messages was preserved, the program could be applied in many more areas. The report also points out avenues for further development of learner-controlled computer-assisted instruction. (Author/JK)

ED 074 707

EM 010 836

Slough, Dewey A. And Others

Fixed Sequence and Multiple Branching Strategies in Computer Assisted Instruction. Research Report.

Naval Personnel and Training Research Lab., San Diego, Calif.

Report No.—AD-750-683; R-SRR-73-6

Pub Date Sep 72

Note—34p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-750 683; MF \$0.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Branching, *Computer Assisted Instruction, Educational Strategies, Electronics, *Fixed Sequence, Instructional Design, Military Training, *Programed Instruction

Identifiers—*US Navy

An experimental comparison between fixed sequence (FS) and branching versions of two computer-assisted instruction lessons in basic electronics is described in this report. It was shown that the FS versions provided minimum opportunities for branching. In contrast, the branching version utilized a combination of branching applications, including bypassing of initial instruction, remedial branching, "dual-control" practice, and optional review. Branching produced substantial savings in training time. Average times for the branching versions were

thirty to sixty% smaller than for the FS version. Branching was equally effective for students of high and low aptitude. Scatter plots and regression analysis indicated the average time savings were the same at all aptitude levels sampled. The number of branch frames taken was independent of aptitude. Branching increased the extent of individual differences in training time. (Author/MC)

ED 074 708

EM 010 839

Mullally, Lee J.

Comprehension of a Narrative Passage by Primary School Children as a Function of Listening Rate and Reading Comprehension Level.

Pub Date 72

Note—100p.; Ph.D. Thesis, Michigan State University. Paper presented at the Association for Educational Communication & Technology Annual Convention (Las Vegas, Nevada, April 9-13, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comprehension, Content Reading, Early Reading, Elementary Education, Grade 1, Grade 2, Grade 3, Listening, *Listening Comprehension, Listening Skills, Listening Tests, Readability, Reading Achievement, *Reading Comprehension, Reading Instruction, Reading Level, *Reading Research, Retention, *Speech Comprehension

The comprehension of a narrative passage by primary grade children as a function of both listening rate and the reading comprehension level was examined by this study. Ninety-six children divided into three groups according to reading level were used. The listening rate was controlled by means of a word compression ranging from zero (138 words per minute) to 60 percent (345 words per minute). Comprehension was measured by means of a standard test. The experiment revealed that listening comprehension declines as speech is compressed and that Grade 3 reading achievement level children scored higher in comprehension than did Grade 2 children. In addition, Grade 2 level children were higher than Grade 1 level in listening comprehension. In addition, no significant interaction between the three levels of reading achievement and the four levels of word compression rate was found. (MC)

ED 074 709

EM 010 841

Edgar, Patricia

Social and Personality Factors Influencing Learning from Film and Television.

Pub Date Feb 73

Note—25p.; Paper presented at the American Educational Research Association Annual Conference (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiences, Children, *Emotional Response, Films, Individual Characteristics, Mass Media, *Programming (Broadcast), Research Needs, *Self Esteem, *Sex Differences, Socialization, Television, Television Viewing, *Violence

To unravel some of the contradictions in opinions about the effect of mass media on viewers, an integration of mass media research and sound sociological theory is necessary. This paper reports the results of an attempt to apply sociological theories of socialization to a sample of Australian children and their reactions to film and television violence. Two comparison groups were selected from a large sample on the basis of "self-esteem," a variable hypothesized to be closely related to mass media usage. These groups responded to a questionnaire on television viewing habits and family background variables. They also took part in an experiment in which they viewed "fantasy" and "realistic" violence in films, after which they were interviewed on their responses. One result was that high-esteem males preferred factual shows to fantasies, whereas low-esteem males preferred fantasy shows with male protagonists. Females preferred fantasy shows with female protagonists, and low-esteem females preferred them more than do high-esteem ones. High-esteem males viewed realistic violence more objectively, on the whole, than did other groups. (JK)

ED 074 710

EM 010 843

Cable in Mass 2.

Founders Annex Public Service Project, Inc., Dedham, Mass.

Pub Date 72

Note—85p.

Available from—Founders Annex Public Service Project, P. O. Box 388, Dedham, Massachusetts 02026 (\$3.50 plus postage)

Document Not Available from EDRS.

Descriptors—*Cable Television, *Citizen Participation, City Government, City Officials, Commercial Television, *Community Action, Community Antennas, Educational Television, Federal Laws, *Guides, *Local Government, Local Issues, Mass Media, Media Technology, Television Research, Video Equipment

Identifiers—CATV, *Massachusetts

The current (1972) status of cable television (CATV) in Massachusetts is reviewed in this guide. The tone of the guide is oriented toward more citizen participation and public access to CATV operations throughout the state. The legal and technical CATV considerations are briefly discussed. Short illustrated chapters on the possibilities of local programming, community involvement, education, and franchising are presented. Of particular importance are the tables, maps, and listings arranged throughout the guide that reveal the ownership of the CATV operations, the areas with cable, and market information. The guide is intended for any person or organization interested in cable television. (MC)

ED 074 711

EM 010 844

Powell, Marvin M.

Changes in Self-Esteem as a Result of an Individualized Curriculum. Preliminary Report.

Aurora (East) Public School District, Ill.

Spons Agency—Westinghouse Learning Corp., New York, N.Y.

Pub Date 72

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary Grades, *Individualized Curriculum, *Individualized Instruction, *Minority Groups, Self Concept Tests, *Self Esteem

Identifiers—PLAN, *Program for Learning in Accordance with Needs

Preliminary results give strong indication that six months with an individualized instruction curriculum (Westinghouse Learning Corporation's PLAN) greatly increase self-esteem among elementary-school children. Children from a working class, ethnically mixed school, whose self-esteem was lower in October than children from control schools (The control students also had higher IQ and achievement levels), had greater self-esteem in May than did the children from the control schools. While more detailed analysis will be needed to determine effects on achievement, such striking effects on self-esteem in a population with heavy minority representation are already considered to be of major importance. (RH)

ED 074 712

EM 010 851

Sulzen, Robert H.

The Effects of Empirical Program Revision and the Presentation of Objectives on Student Performance.

Pub Date 27 Feb 73

Note—14p.; Paper presented at the American Educational Research Association Annual Meeting (New Orleans, Louisiana, February 27, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, Educational Improvement, Educational Objectives, *Educational Research, Effective Teaching, *Instructional Design, *Instructional Technology, Military Training, Performance, *Performance Factors, Training Objectives

The two techniques for improving the quality of programed instruction, empirical revision, and the presentation of objectives before instruction were tested by this experiment in order to obtain a systematic replication of former experimental results. This study was designed to investigate: whether the presentation of the specific objectives technique consistently resulted in improved student performance; whether empirical revision resulted in improved student performance across subject matter areas and student populations; and whether a combination of both techniques would have a greater effect than either one alone. Using a 2x2 research design employing placebo objectives and using student performance as the dependent variable, the study showed that the combination revision/objective treatment was statistically superior to either technique alone. The experiment was conducted on Officer Candidate

Personnel at the United States Army Infantry School. (MC)

ED 074 713 EM 010 857
Improving and Expanding Existing Computer Based Resource Units. Final Report.

State Univ. of New York, Buffalo. Coll. at Buffalo. Educational Research and Development Complex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Educational Services.

Pub Date 15 Apr 72

Contract—OEC-0-71-4671(615)

Note—102p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Computer Assisted Instruction, *Educational Objectives, Educational Technology, Elementary Education, Guidelines, Higher Education, Instructional Programs, *Program Development, *Programmed Materials, *Program Guides, Secondary Education

Identifiers—*Computer Based Resource Units

During the past eight years, educators in New York State have developed a system for supplying classroom teachers with information about the instructional decision making process and have developed within that system a body of suggestions which teachers might use in carrying out those decisions. Over fifty units of instruction at various stages of completion for use with pre-school to college students are contained in the Computer Based Resource Units (CBRU) system. This report summarizes the objectives of the system, the strategies used to meet those objectives, and the guidelines for developing CBRU. The guidelines include information on the writing of instructional objectives, the designation of content, materials, and activities, the formulation of measuring devices and the coding of components. (MC)

ED 074 714 EM 010 860

Speagle, Richard E.

Educational Reform and Instructional Television in El Salvador: Costs, Benefits, and Payoffs.

Academy for Educational Development, Inc., Washington, D.C.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date 73

Note—247p.

Available from—Academy for Educational Development, 1424 Sixteenth Street, N.W., Washington, D.C. 20036 (single copies)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Administrative Change, Administrative Organization, *Cost Effectiveness, Costs, *Developing Nations, Educational Accountability, Educational Change, Educational Planning, Educational Television, *Instructional Television, Management, *Program Budgeting, *Program Costs, Program Evaluation, Teacher Education, Televised Instruction

Identifiers—*El Salvador

The El Salvadoran educational reform policy called for a major revamping of previous educational goals and objectives. The basic questions of how these new goals might be achieved have been resolved through major administrative restructuring and by embarking upon the widespread use of educational technology, instructional television (ITV) playing the major role. A comprehensive cost-effective profile of the national ITV program is presented in this detailed report. An analysis of all phases of the ITV program and their interrelationships with the other educational units including baseline cost estimates, operational budgeting, and the handling of the educational deficit is presented. Of particular importance are the recommendations that the basic development plans must include more precise manpower objectives and that there is a great need for more effective ITV programming. (MC)

ED 074 715 EM 010 864

McIsaac, Donald N. And Others

Enrollment Projections. ENROLV2.

Wisconsin Univ., Madison. Wisconsin Information Systems for Education.

Pub Date Sep 72

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, Data Bases, *Electronic Data Processing, Enrollment, *Enrollment Projections, *School Demography

Identifiers—ENROLV 2, FORTRAN

ENROLV2 is a FORTRAN coded enrollment projection program designed to forecast public school student enrollment from a sample background data matrix. With this program the user can employ a variety of approaches to the projection of both initial grade data and the body of the background matrix. Beginning with the background data (the enrollment for each grade for a user-specified number of years), the program first extends the initial grade information according to any of the six user-specified methods. These include both averaging and regression methods. Next the program computes the body of the projections employing a common survival ratio method, or various choices of a linear regression. The reliability of the method employed is estimated and published as a part of each report. Included in this booklet is a brief explanation of the program, sample inputs, and sample outputs. (Author/JK)

ED 074 716 EM 010 865

Olson, Tom And Others

User Documentation; WISE-ONE.

Wisconsin Univ., Madison. Wisconsin Information Systems for Education.

Pub Date 29 Nov 72

Note—5p.; See also EM 010 866

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, Electronic Data Processing, *Information Retrieval, Information Services, *Information Systems, *Search Strategies

Identifiers—ERIC, University of Wisconsin, *WISE ONE

WISE-ONE, an information retrieval system, was designed to facilitate searches of the documents cataloged by the ERIC centers and distributed as ERIC RESUMAST master files. WISE-ONE is written to search for documents cataloged under any of the three indices (descriptors, identifiers, and author name), called search keys, and will yield the ERIC accession number, author, and title associated with the selected documents. This booklet explains the step-by-step procedure for using the WISE-ONE system at the University of Wisconsin. (JK)

ED 074 717 EM 010 885

A Free and Responsive Press. The Twentieth Century Fund Task Force Report for a National News Council.

Twentieth Century Fund, New York, N.Y.

Pub Date 73

Note—88p.

Available from—The Twentieth Century Fund, 41 East 70th Street, New York, N.Y. 10021

Document Not Available from EDRS.

Descriptors—*Broadcast Industry, Freedom of Speech, *Governing Boards, Government Role, Journalism, Mass Media, *News Media, *Newspapers, *Press Opinion, Public Opinion

Identifiers—British Press Council, Minneapolis Press Council

This report considers the feasibility of establishing a press council or councils in the United States. The purpose of this council would be to report to the public both on the accuracy of news coverage and on threats, real and potential, against the freedom of the press to fulfill its responsibility of providing information to its readers and viewers. The council would be non-partisan and composed of both members of the press and the public. As background to the study, recent attacks on the media both by the public and the government are reviewed. Existing press councils in Britain, Minneapolis, and Honolulu are described in terms of function, membership, and history. The Task Force concludes that although no comprehensive and national press council would be feasible at this time, such a council might eventually grow from regional and city press councils. Recommendations about the formation of such councils are made. Appendices present the constitutions of the Minnesota and British Press Councils and describe the organization of the Ontario Press Council. (JK)

ED 074 718 EM 010 886

Guidelines for Certification of Media Specialists. Extended Version.

Association for Educational Communications and Technology, Washington, D.C.

Pub Date Sep 72

Note—58p.

Available from—Association for Educational Communications and Technology, Department

B, 1201 16th Street, N.W., Washington, D.C. 20036

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Administrative Personnel, Administrative Principles, *Audiovisual Coordinators, *Audiovisual Instruction, *Certification, *Guidelines, *Media Specialists, National Surveys, Standards

Because audiovisual personnel certification patterns vary greatly among the states, these guidelines have been constructed as a general criteria which hopefully will assist states in formulating their own ways of raising audiovisual performance standards. The certification guidelines have been divided into two areas, based on competency. The Level I Audiovisual Specialist Certificate for minimally trained teachers and the Level II for teachers who have the qualifications to arrange budgets, determine staff requirements, and, in effect, run the entire audiovisual program. Included in the report are a nationwide survey of the status of certifications requirements, a description of the role of the media specialist, and a task list for specialists. (MC)

ED 074 719 EM 010 887

Skaland, Dawn

Teacher Education through Minicourse 18: Teaching Reading as Decoding.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Pub Date 10 Apr 73

Note—11p.; Paper presented at the Association of Educational Communication and Technology Annual Convention (Las Vegas, Nevada, April 10, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Strategies, Field Studies, Inservice Teacher Education, *Instructional Systems, *Microteaching, *Reading Instruction, *Teacher Education, Teaching Procedures

Identifiers—Decoding, *Minicourse 18

The teaching of reading as a decoding process was an educational strategy used by the Minicourse 18 model of teacher education. This report analyzes the field data taken from four school test sites and assesses the effectiveness of the strategy. Multivariate Statistical analysis shows the program has a significant effect in course-approved directions of teaching behavior, but reveals little difference on teacher entry and gain scores for central city as opposed to suburban teachers. An independent study that ran concurrently with the Minicourse 18 field tests showed that student achievement favored the use of this strategy. (MC)

ED 074 720 EM 010 888

Tuckman, Bruce W.

Conducting Educational Research.

Pub Date 72

Note—402p.

Available from—Harcourt Brace Jovanovich, 757 Third Avenue, New York, N.Y. 10017 (\$8.95)

Document Not Available from EDRS.

Descriptors—Analysis of Variance, Correlation, Data Processing, Discriminant Analysis, *Educational Research, *Evaluation Methods, Field Studies, Goodness of Fit, Hypothesis Testing, Investigations, Methods Research, Questionnaires, Research, Research Criteria, *Research Design, *Research Methodology, Research Problems, *Statistical Analysis

Research is a useful tool for educators because of its ability to uncover causal relationships between variables that are often obscured in field investigations. This textbook presents basic methodological information that has been designed for and proven to assist the educator who seeks to move himself from the laboratory to the field. The book describes basic concepts of research such as the construction of hypotheses, the identification and labeling of variables, the techniques for the manipulation of variables, the construction of research design, measurement procedures, the use of interviews and questionnaires, and the statistical analysis of data. In addition, descriptions of data processing procedures, report writing, and program evaluation methods are given. Each chapter has exercises for the student. (MC)

ED 074 721

EM 010 889

Istvan, Edwin J.

Standards for Teleprocessing; New Approaches for New Needs.

National Bureau of Standards (DOC), Washington, D.C. Center for Computer Sciences and Technology.

Pub Date Dec 72

Note—18p.; Paper presented at the IEEE National Telecommunications Conference (Houston, Texas, December 4-6, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computers, Data Processing, *Electronic Data Processing, *Federal Legislation, Information Needs, Information Networks, Information Processing, Information Systems, Programing Languages, *Standards, *Telecommunication, Telephone Communication Systems

Identifiers—*Federal Information Processing Standards, Federal Telecommunication Standards Program, FIPS

The rapidly expanding use of teleprocessing, which is taken to mean automated data processing (ADP) which makes direct use of data transmission via switched or long distance non-switched telecommunications facilities, has highlighted the urgent need for the development of standards for data communications and the computer-communications interface. The National Bureau of Standards is responsible for recommending uniform Federal ADP standards. This responsibility is fulfilled through the Federal Information Processing Standards (FIPS) Program and encompasses the establishment of Federal Standards related to ADP equipment, techniques, computer languages and codes, and the maintenance of an appropriate register and reference file therefore. Over the past few months significant action has been taken toward the establishment of a Federal Telecommunications Standards Program to be implemented in direct relationship with the FIPS Program, and in the clarification of specific responsibilities for the development of standards in support of teleprocessing. The relationships of the two programs and the specific areas of responsibilities are discussed. (Author)

ED 074 722

EM 010 891

Murdock, Samuel W.

Americas Unidas; Pilot Broadcasting Program Los Angeles, California.

Americas Unidas, Los Angeles, Calif.

Pub Date 73

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cable Television, Community Antennas, Community Education, Community Organizations, Community Programs, Community Resources, *Educational Television, Latin American Culture, Mass Media, *Mexican Americans, *Spanish Americans, *Spanish Speaking, Television

Identifiers—Americas Unidas, *Los Angeles

A proposed Spanish-speaking pilot broadcasting program in the Los Angeles area is described in this prospectus. The purpose of Americas Unidas, a proposed non-profit California corporation, will be to do research and development, production, distribution, and broadcasting of educational films and other audiovisual materials for the Spanish-speaking community. The prospectus includes general information on Americas Unidas' intentions towards the acquisition of an educational cable television channel. The primary purpose of this document is to state the basic concept of the organization for the benefit of potential financial underwriters. (MC)

ED 074 723

EM 010 896

Stephens, Richard Hallock, Don

Suggestions Toward a Small Video Facility.

National Center for Experiments in Television, San Francisco, Calif.

Spons Agency—Corporation for Public Broadcasting, Washington, D.C.; Rockefeller Foundation, New York, N.Y.

Pub Date 73

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Broadcast Television, Design Needs, *Electronic Equipment, Facility Expansion, *Facility Guidelines, Facility Requirements, Guidelines, *Planning (Facilities), Studio Floor Plans, *Television, Television Lighting, *Video Equipment

Designed and intended for persons with very little capital and minimal technical background who are just beginning to use television expressively or expand existing facilities, this paper discusses in detail the basic technical considerations that must be met before setting up a small television studio. It includes some operating and design principles, some adaptations of equipment with schematics, and short critiques of certain commercially available equipment. (Author/MC)

ED 074 724

EM 010 897

Gwin, William

Reflections on Two Media.

National Center for Experiments in Television, San Francisco, Calif.

Spons Agency—Corporation for Public Broadcasting, Washington, D.C.; Rockefeller Foundation, New York, N.Y.

Pub Date 73

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Art, *Art Expression, Fine Arts, *Painting, Production Techniques, *Television, *Video Tape Recordings, *Visual Arts

Video is a very new medium; painting a very ancient one. This fact inevitably creates a great difference in the two, but not nearly so great as the confusion of this moment makes it seem. In an effort to reconcile the two media four concerns—naturalism, surface, a respect for the properties of the medium, and motion—appear to be important. These things do not represent goals—these are creation and expressiveness—but they do represent the ways one tries to reach goals. Video has almost no aesthetic history of its own, only the aesthetics of other media. In a sense it's too new for an aesthetic to be formed about it, but any art form that's a living, vibrant art form is always too new for an aesthetic about it to be formed. If it stops being too new, then it's an historical phenomenon and is probably no longer being done. That's true of painting, as well as video. (Author/MC)

ED 074 725

EM 010 900

Taylor, John L. Walford, Rex

Simulation in the Classroom.

Pub Date 72

Note—190p.

Available from—Penguin Books, Inc., 7110 Ambassador Road, Baltimore, Maryland 21207 (\$1.95)

Document Not Available from EDRS.

Descriptors—Bibliographies, *Classroom Games, Directories, *Educational Games, Games, Game Theory, *Instructional Media, Management Games, Models, *Simulation, *Teaching Methods

Identifiers—*England

The contemporary art of simulation is discussed in this short guide. The intent of the authors is to introduce classroom simulation to a more general audience by reviewing the state of the art. Six games from a variety of subjects in secondary school curriculum are described in detail. Of particular utility to the reader is the annotated directory of selected simulation materials. (MC)

ED 074 726

EM 010 901

Planinc, Carl

Study of Telecommunications Programs in Selected Universities in the United States.

Southern Illinois Univ., Carbondale. Instructional Materials Dept.

Pub Date Dec 72

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Closed Circuit Television, Communications, Computer Assisted Instruction, Computers, *Facility Utilization Research, *Higher Education, *Surveys, *Telecommunication, Universities

A study investigated the nature and extent of telecommunication programs in universities throughout the United States. One hundred and seven institutions were surveyed by questionnaire. The data indicated that 30% operated VHF television channels, 19% UHF channels, and over two-thirds had closed circuit television systems. The survey also revealed that 84% had radio channels and 90% had university owned production facilities. The survey presented statistics on the instructional uses of the systems and their sources of funds and programming. The author concluded that in spite of the widespread avail-

bility of telecommunication systems, more innovation and creative uses of the facilities and equipment should be made. (MC)

ED 074 727

EM 010 904

McDaniel, Roderick, Ed.

Resources For Learning: A Core Media Collection for Elementary Schools.

Pub Date Oct 71

Note—365p.

Available from—R. R. Bowker Company, P.O. Box 1807, Ann Arbor, Michigan 48106 (\$16.00)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, Catalogs, Directories, *Elementary Education, Guides, Indexes (Locators), *Instructional Aids, Instructional Films, Instructional Materials Centers, *Media Selection, Phonograph Records, Phonotape Recordings

An attempt has been made to provide a list of films, tapes, slides, records, etc. which are likely to be of instructional use in elementary schools. A list of the recommending sources, the media indexed by subject and title/author, a producer/distributor index, and an index of subject headings are provided. Technical information, distributor, recommending sources, Dewey classification, cost, and a short description of contents are provided for each selection. A nucleus group of 576 titles is indicated which are recommended for early acquisition. (RH)

ED 074 728

EM 010 908

Robertson, James Yokom, Gerald G.

Educational Radio: The Fifty-Year-Old Adolescent. ERIC/EBR Annual Review Paper.

National Association of Educational Broadcasters, Washington, D.C.; Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Pub Date Apr 73

Note—11p.

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 (\$1.50)

Journal Cit—Educational Broadcasting Review; v7 n2 April 1973 p107-115

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Colleges, Community Action, *Community Development, *Educational Radio, *Financial Support, *Government Role, Journalism, Mass Media, *Programing (Broadcast), Radio

Identifiers—FCC, Federal Communications Commission, Subsidiary Communications Authorization

Contrary to the dismal expectations prevalent in the 1950's, educational radio has not only survived the phenomenal growth of educational television, but has shown unmistakable signs of health and maturity. Though some stations are still groping to overcome problems, others have moved steadily toward the goal of wider and better service for the community. The relationships between parent institutions and stations have become much stronger as the institutions realize the potential of the stations. Local community needs have gained priority in programming, and because of this, new sources of financing are being revealed. The Subsidiary Communications Authorizations of the Federal Communications Commission is being utilized for simultaneous broadcasting and community cable systems are being encouraged. These impressions were gathered by the authors from visits to 181 non-commercial educational radio stations throughout the United States. (MC)

ED 074 729

EM 010 911

Berkeley, Edmund C.

Research In Computer-Assisted Explanation Applied To Navy Training Manuals. Final Report 1 March 71 - 29 February 72.

Berkeley Enterprises, Inc., Newtonville, Mass.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—AD-751-042; R-8-319-72-08

Pub Date 20 Apr 72

Note—12p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-751 042; MF \$0.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Classification, *Computer Oriented Programs, Military Training, Read-

bility, *Technical Writing, *Vocabulary, Word Frequency, *Word Lists

Research was conducted to show that the computer can assist human beings in determining which words in a Navy training manual need further clarification. The computer scanned a chapter of a training manual (9800 words long) and separated all words of two or more syllables into an "assumed audience vocabulary" (i.e., words the audience would be expected to know) and a list of words which needed further definition, explanation, or clarification. A revised version of the chapter was produced on the basis of the computer's list. This study has application in the writing of training manuals. The report also describes a dozen operating computer programs dealing with number of syllables, nature of words and their frequency of use in a passage, number of sentences, combination or separation of vocabularies, etc. (Author/JK)

ED 074 730 EM 010 913

Bremer, Anne Bremer, John
Open Education A Beginning.
Pub Date Jan 72

Note—182p.

Available from—Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017 (\$5.95)

Document Not Available from EDRS.

Descriptors—*Alternative Schools, Comparative Analysis, *Discovery Learning, *Open Education, Open Plan Schools, *Progressive Education, *Student Centered Curriculum

The "Open Classroom" approach offers an unconventional view of teachers, students and describes what schools should consist of. This book explains how the open classroom could work by suggesting that students will learn if they are placed in an environment far less structured than the traditional school. It suggests that learning takes place happily without lessons and even without a classroom. Imaginary dialogues between students and teachers are used to suggest how the open classroom works and how it differs from the usual school. (JK)

ED 074 731 EM 010 915

Jones, George William
Landing Rights Up In TV and Film.
Pub Date 73

Note—127p.

Available from—Abingdon Press, 201 Eighth Avenue South, Nashville, Tennessee 37202 (\$1.75)

Document Not Available from EDRS.

Descriptors—Church Workers, *Discussion (Teaching Technique), *Film Study, *Instructional Media, Mass Media, Religious Education, *Television, Youth Leaders

This introduction to the potential of media is directed to three audiences: teachers, churchmen, and youth-serving agencies. So that each of these audiences reads the sections relevant for them, the book is organized like a programed text, using a branching system. The point of the book is that film and television, when they are creative and open-ended, and followed by stimulating discussion, can be one of the most exciting and effective means of discovery and communication available to us today. (JK)

ED 074 732 EM 010 916

Duchastel, Philippe C.
Incidental and Relevant Learning with Instructional Objectives.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No—FSU-CAI-TM-66

Pub Date 72

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, College Students, *Computer Assisted Instruction, Educational Research, *Incidental Learning, Individualized Instruction, *Performance

It was hypothesized that one role of instructional objectives in learning is to serve as orienting stimuli so that the learner can decide which material to concentrate on and which to pay less attention to. With a brief text to learn, 58 college students received either one-half of the 24 objectives for the text, or no objectives at all. As expected, the subjects with half of the objectives

performed better than their counterparts without objectives on the posttest items referenced by their objectives (relevant learning) and less well on the items not covered by their objectives (incidental learning). That these findings conflict with previous research results with respect to incidental learning could result from the fact that the subjects in the present study had practical experience with an objective-referenced instructional model. (Author)

ED 074 733 EM 010 918

Gibson, Tony

Closed-Circuit Television Single-handed.

Pub Date 72

Note—148p.

Available from—Pitman Publishing Corporation, 6 East 43rd Street, New York, New York 10017 (2 pounds English currency)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, *Closed Circuit Television, *Media Technology, Photographic Equipment, *Production Techniques, *Tape Recordings, Television

This book explains the workings of closed-circuit television and also explains how television can be used to greater effect by making use of films, slides, and audiotapes. It is written for those who will be making closed-circuit programs. Although it discusses technical equipment, the explanations are written in a non-technical style. Topics include explanation of the hardware, setting up camera angles, lighting, and matching the audio-tape to visuals. (JK)

ED 074 734 EM 010 919

Durall, Edwin P.

A Feasibility Study: Remediation By Computer Within A Computer-Managed Instruction Course In Junior High School Mathematics.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Report No—FSU-CAI-TR-25

Pub Date 1 Aug 72

Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ability Grouping, Comparative Analysis, *Computer Assisted Instruction, Conventional Instruction, *Cost Effectiveness, Feasibility Studies, Grade 7, *Individualized Instruction, Junior High School Students, Programed Instruction, *Programed Tutoring, Remedial Mathematics

Approximately 70 seventh grade mathematics students worked individually in self-instructional booklets for a period of 15 weeks. Upon completion of each booklet, the student was evaluated by direct contact with a computer through teletype terminals. If criterion was not attained, half the students received first remediation through the computer and half from the teacher. Further remediation, if necessary, was from the teacher for both groups. The two methods of remediation were equivalent overall, but there was some indication that low ability students found teacher remediation more supportive. Analysis of economic factors in relation to performance measures indicate computer remediation of student performance is not economical at present. However, opposing cost trends for computer hardware and personnel indicate computer remediation could be feasible within a decade. (Author/RH)

ED 074 735 EM 010 920

Schlaflly, Hubert J.

The Computer in the Living Room.

TelePromPTer Corp., New York, N.Y.

Pub Date 73

Note—32p.; Preprint of a chapter in "International Handbook of Automatic Data Processing" to be published by McGraw-Hill. Available from—TelePromPTer Corporation, 50 West 44th St., New York, New York 19936 (no price quoted)

Document Not Available from EDRS.

Descriptors—*Cable Television, *Community Antennas, Computers, *Mass Media, *Media Technology, Prediction

Disputing some opinions that technological advancement will make our country into the world of "1984," the author suggests benefits that can come from community antenna television (CATV). He outlines the potential of the two-way cable; describes the current status of the operation; discusses obstacles such as competition, regulation, equipment, standards, and financing; and finally forecasts the future of

CATV, including possible services, costs and social benefits, and a timetable for implementation. (JK)

ED 074 736 EM 010 921

Aist, Eugene H. Gerlach, Vernon S.

The Effect Of Visual Prompting On Learning.

Pub Date Apr 73

Note—30p.; Paper presented at the Association for Educational Communications and Technology Annual Convention (Las Vegas, Nevada, April 9-13, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, Cues, Discrimination Learning, Electronics, Industrial Arts, Learning Activities, *Learning Characteristics, *Patterned Responses, Pictorial Stimuli, *Prompting, Response Mode, *Stimulus Behavior, Symbolic Learning, *Visual Stimuli

Additional support to a stimulus-response (S-R) association by the use of an extraneous stimulus is called "prompting." Prompting has an effect on learner achievement particularly if the prompting agent is identical on successive S-R trials. This experiment sought to analyze the differences in learner achievement when different prompting stimuli were used on all the trials of the instructional sequence. The experiment was conducted in an industrial arts class that consisted of students, Grade 6 through Grade 9. The students were divided into five test groups and were directed to learn ten basic electronic symbols over six successive trials. Prompting agents appeared in all the trials, however for two of the groups the agents remained unchanged. Contrary to expectation, the study did not detect significant differences in learner performance regardless of the prompting pattern. (MC)

ED 074 737 EM 010 922

Campbell, David N.

A Practical Guide To The Open Classroom.

Pub Date 73

Note—108p.

Available from—Kendall/Hunt Publishing Company, 2460 Kerper Boulevard, Dubuque, Iowa 52001 (\$2.95)

Document Not Available from EDRS.

Descriptors—*Activities, Curricular Activities, *Guides, *Open Education, *Secondary Grades, *Teacher Characteristics, Teaching Styles, Teaching Techniques

The author has written this book to counter the assumption that all a teacher must do to conduct an open classroom is to have read the works of Neill, Holt, and others. He puts forth a number of guidelines for teachers who want to achieve an open classroom. Among the topics of the book are: possible trips and out-of-doors activities; classroom activities; characteristics of the open classroom teacher; and ways to use the open classroom approach with high school content areas. (JK)

ED 074 738 EM 010 923

Bretz, Rudy

THE MODIA Questionnaire for Curriculum Analysis.

Rand Corp., Santa Monica, Calif.

Spons Agency—Air Force Directorate of Operational Requirements and Development Plans, Washington, D.C.

Report No—R-1020-PR

Pub Date Nov 72

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Branching, Computer Oriented Programs, *Curriculum Development, *Instructional Design, Instructional Improvement, *Instructional Innovation, *Instructional Systems, Media Selection, Military Training, *Questionnaires, Systems Approach

Identifiers—*Method of Designing Instructional Alternatives, MODIA

In a series of four interrelated reports, Rand work to date for the Air Force on the development of methodologies for designing programs of instruction is reported. This report, the third of the series, presents and discusses the use of a questionnaire that help curriculum designers to analyze a course of study to gauge its requirements for communication media, personnel, and time. Use of the questionnaire fits as a middle step in the larger sequence of MODIA (A Method of Designing Instructional Alternatives). The questionnaire causes the designer to subdi-

vide each course into basic "learning events" and proceed through the branching questionnaire for each. (Author/RH)

ED 074 739 EM 010 924

Carpenter, Polly

An Overview of MODIA: A Method of Designing Instructional Alternatives for Air Force Training.

Rand Corp., Santa Monica, Calif.

Spons Agency—Air Force Directorate of Operational Requirements and Development Plans, Washington, D.C.

Report No.—R-1018-PR

Pub Date Nov 72

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Oriented Programs, *Curriculum Development, *Instructional Design, Instructional Improvement, *Instructional Innovation, *Instructional Systems, Military Training, Systems Approach

Identifiers—*Method of Designing Instructional Alternatives, MODIA

In a series of four interrelated reports, Rand work to date for the Air Force on the development of methodologies for designing programs of instruction is reported. This report, the first of the series, describes MODIA (A Method of Designing Instructional Alternatives), a comprehensive methodology for designing an instructional system. MODIA consists of a sequence of procedures and semiautomated tools (some developed and some in the planning stage) that allow a designer to examine many alternative structural approaches before he puts an actual system into use. A manual test of MODIA on an Air Force training course indicated that systematic, generalized methods can be developed for designing programs of instruction; these techniques encourage examination of alternatives; and that a comprehensive, systematic approach stimulates insights into the design of instruction that would otherwise not occur. (Author/RH)

ED 074 740 EM 010 925

New Educational Technology.

General Turtle, Inc., Cambridge, Mass.

Pub Date 73

Note—58p.

Available from—Turtle Publications, 545 Technology Square, Cambridge, Massachusetts 02139 (\$5.00 per year, bi-monthly)

Journal Cit—New Educational Technology; v1 1973

Document Not Available from EDRS.

Descriptors—*Computer Programs, *Computer Science, Computer Science Education, Educational Technology, Elementary School Curriculum, *Elementary School Mathematics, *Mathematics Education, Programming, *Thought Processes

Identifiers—Turtles

This collection reprints six articles which deal with mathematics and the ways in which computers can help teach even young children about mathematics. The subjects of the articles are: teaching children thinking; teaching children to be mathematicians versus teaching about mathematics; on making a theorem for a child; a computer laboratory for elementary schools; twenty things to do with a computer; and form and content in computer science. (JK)

ED 074 741 EM 010 926

Spangenberg, Ronald W.

Theoretical Framework: Some Basic Issues Related to Methods and Media Selection.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No.—HumRRO-PP-4-73

Pub Date Feb 73

Note—11p.; Paper presented at U. S. Continental Army Command Training Workshop (Fort Gordon, Georgia, October 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Conceptual Schemes, *Instructional Media, *Media Selection, *Military Training, Teaching Methods

A theoretical framework for media and methods selection cannot yet be definitively set forth. However, establishing performance objectives, and then interpreting them into training objectives will help to focus attention on critical factors in the learning process. (Author/MC)

ED 074 742

Jennings, Ralph M. And Others

Public Television Station Employment Practices and the Composition of Boards of Directors: The Status of Minorities and Women.

United Church of Christ, New York, N.Y.

Pub Date Jan 73

Note—51p.; See Also ED 070 304

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Broadcast Television, Disadvantaged Groups, Economic Disadvantage, *Employment Opportunities, *Employment Patterns, Employment Statistics, Employment Trends, *Females, *Public Television, Subemployment, Surveys

The Office of Communication of the United Church of Christ has conducted two studies on the racial and sexual composition of public television employees: first, an analysis of the 1971 and 1972 Annual Employment Reports filed by most of the public broadcasting licensees, and second, an analysis of the racial and sexual composition of the boards of directors of 31 public television stations. The report describes the results of these analyses and concludes that public television station licensees appear to have made only minimal progress in improving the employment opportunities for minority group members, that in most cases the proportion of minority employees found in public television is below that found among commercial stations, that the employment opportunities afforded women appear to be only slightly better in public television than in commercial television, and that both minority groups and women are underrepresented among directors of stations. (Author/SH)

ED 074 743

Giltrow, David Roger

Young Tanzanians and the Cinema: A Study of the Effects of Selected Basic Motion Picture Elements and Population Characteristics on Filmic Comprehension of Tanzanian Adolescent Primary School Children.

Pub Date Mar 73

Note—255p.; Ph.D. Thesis, Syracuse University

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Adolescents, Cartoons, *Children, Color Presentation, Complexity Level, *Comprehension, *Films, *Film Study, Intermediate Differences, Perception, Production Techniques, Sound Films

Identifiers—*Tanzania

A study was conducted of Tanzanian adolescent school children's responses to filmic elements. The design included a very large sample in a complicated factorial design, varying such factors as color, type of action, background and sound of the film, and the demographic characteristics of the subjects. Results showed that of these variables, comprehension was better when live action, and plain background were used, when subjects were from rural schools but with urban-experience, and when subjects had more experience in seeing films. No other significant differences were found. (SH)

ED 074 744

Vasariheli, Paul

DARE: Unesco Computerized Data Retrieval System for Documentation in the Social and Human Sciences (Including an Analysis of the Present System).

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 72

Note—45p.; Reports and Papers in the Social Sciences Number 27

Available from—UNIPUB, Inc., P. O. Box 433, New York, N. Y. 10016 (\$1.50)

Document Not Available from EDRS.

Descriptors—*Computer Programs, Computers, Computer Science, Data Processing, *Documentation, *Information Centers, Information Processing, *Information Retrieval, *Information Science, Planning (Facilities), Relevance (Information Retrieval), *Social Sciences, Systems Approach, Telecommunication

Identifiers—DARE, Social Science Documentation Centre, UNESCO

The new data retrieval system for the social sciences which has recently been installed in the UNESCO Secretariat in Paris is described in this comprehensive report. The computerized system is designed to facilitate the existing storage systems in the circulation of information, data retrieval, and indexing services. Basically, this re-

EM 010 928

port discusses the sequential planning measures taken during the development of the system. The new system is characterized by four interrelated computerized files on institutions, projects, specialists, and documents that can be automatically updated. Because of compatibility considerations with other UNESCO systems, the MARC II record format was chosen. The new system is planned to be introduced in three stages: pilot-running, parallel-running, and direct change-over. (MC)

ED 074 745

Judd, Wilson A. And Others

Response Latency as a Correlate of Individual Differences in Retention.

Pub Date Mar 73

Note—7p.; Paper presented at the American Educational Research Association Annual Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, *Individual Differences, *Reaction Time, Recall (Psychological), Response Mode, *Retention

An examination of the relationship between response latency during paired-associate learning and the subsequent retention in a computer assisted instruction (CAI) program was conducted in this experiment. Forty-five college students were presented nonsense syllables that had to be associated with key symbols on a response panel. The experiment found that good retention students demonstrated substantially longer latencies during acquisition than poor retention students. The investigators attributed this finding to the efficient employment of organizational strategies on the part of the good retention students. The investigators concluded that these data would indicate that the practical utility of response latency may be limited to situations in which a number of responses can be averaged to measure a characteristic of the learner rather than a characteristic of his momentary learning state. (MC)

ED 074 746

Rao, Y. V. Lakshmana

The Practice of Mass Communication: Some Lessons from Research.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Dept. of Mass Communication.

Pub Date 72

Note—52p.; Reports and Papers on Mass Communication Number 65

Available from—UNIPUB, Inc., P. O. Box 433, New York, N.Y. 10016 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiences, Broadcast Industry, *Communications, Cultural Education, Culture Contact, *Developing Nations, *Information Dissemination, Information Theory, *Mass Media, *Media Research, Nationalism, News Media, Publications, Publicize, Technological Advancement

A general picture of mass communication study and mass communication research is presented in this report. The report is primarily intended for media personnel and administrators involved in mass communication efforts in developing countries. The development of mass communication and the dynamic process of information flow are discussed. In addition, detailed comments on the media "communicators," the audiences, and the concepts of credibility, leadership, and appeal are voiced. The emphasis of the report is on the ultimate effects and effectiveness of mass communications as they pertain to developing nations. Previously announced as ED 071 110, RIEMAY73. (MC)

ED 074 747

Ash, Michael J. Sattler, Howard E.

A Video Tape Technique for Assessing Behavioral Correlates of Academic Performance.

Pub Date Mar 73

Note—18p.; Paper presented at the American Educational Research Association Annual Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Performance, Attention Control, *Classroom Observation Techniques, Elementary School Mathematics, Evaluation Techniques, Motivation, Observation, *Per-

formance Factors, *Timed Tests, *Video Tape Recordings
Identifiers—*Arizona

The relation between videotape-based observer judgements of attention to task and paper-and-pencil measures of academic performance was investigated in this study. Forty-five Grade 4 pupils engaged in an arithmetic computation task and were video-taped for ten consecutive school days. The tapes were then independently viewed by three observers, and pupils were rated on their observable attention to task. Significant correlations on the order of .50 (p less than .01) were obtained between attention to task ratings and academic performance. An intraclass correlation of .93 was obtained as an estimate of inter-observer reliability. The data supported the use of indirect observational methods in assessing school performance. (Author/MC)

ED 074 748 EM 010 934

Madson, Gerald Gerhart

Establishing Criteria in Programmed Learning.

Naval Postgraduate School, Monterey, Calif.

Report No.—AD-753-616

Pub Date Sep 72

Note—72p.; Master's Dissertation, Naval Postgraduate School

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-753 616; MF \$0.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—Correlation, Educational Specifications, *Evaluation Criteria, *Instructional Design, Masters Theses, Mathematical Models, *Models, Programmed Instruction, Skill Analysis, *Statistical Analysis

Identifiers—Markov Models

Recent years have seen many attempts to program learning based on many principles ranging from intuition to mathematics. The area of criterion establishment for advancement or conversely additional training at the same or lower levels remains primarily in the realm of intuition. The intuition used is only as good as the experience and background of the program designer however. In the case of a very experienced program designer the criteria may be very efficient. In the case of less experienced program designers the criteria are usually arbitrary. The report describes a method of analyzing learning programs determining mathematically sound criteria. The mathematical foundation for this analysis is the Markovian learning model as opposed to the linear learning model. (Author)

ED 074 749 EM 010 935

Low, D. Stewart

The Instructional Development Factory.

Brigham Young Univ., Provo, Utah. Inst. for

Computer Uses in Education.

Pub Date 21 Feb 73

Note—39p.; Paper presented at the American Educational Research Association Annual Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Closed Circuit Television, Community Colleges, *Computer Assisted Instruction, Computer Science, *Design Needs, Display Systems, Educational Development, Educational Technology, Higher Education, Instructional Design, *Instructional Systems, *Instructional Television, *Junior Colleges, Management Systems, Programmed Instruction, Programming, Systems Approach, Systems Development, Time Sharing

Identifiers—TICCIT, *Time Shared Interactive Computer Control

The large-scale development of Time-Shared, Interactive, Computer-Controlled, Information Television (TICCIT) at Brigham Young University is described in this paper. The TICCIT project was designed to provide a market success example for computer-assisted instruction, particularly for junior or community colleges. The project incorporated a combination of computer terminals and television consoles that were able to provide the learner with a complete instructional system. This paper discusses the relationships between the general elements of the system: design, training, courseware, and management. The system is unique because it incorporates industrial techniques to a large instructional system. (MC)

ED 074 750 EM 010 936

Blitz, Allan N. Smith, Timothy

Personality Characteristics and Performance on Computer Assisted Instruction and Programmed Text.

Pub Date Mar 73

Note—45p.; Paper presented at the American Educational Research Association Annual Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Aptitude, Achievement, Aptitude, Cognitive Ability, *Computer Assisted Instruction, Dentistry, Educational Technology, Higher Education, *Individual Characteristics, Intermed Differences, Learning Characteristics, *Performance Factors, Personality Studies, *Programed Instruction, Success Factors

Identifiers—*Aptitude Treatment Interaction

An empirical study investigated whether personality characteristics have a bearing on an individual's success with particular modes of instruction, in this case, computer-assisted instruction (CAI) and the programmed text (PT). The study was developed in an attempt to establish useful criteria on which to base a rationale for choosing suitable modes of instruction for different students. Fifty-one third-year dentistry students were enrolled in a required oral pathology course that had been specifically adapted for either CAI or PT. The students were divided into two groups and during the semester studied a combination of the two modes. Three separate analyses were conducted to measure the variety of Aptitude-Treatment Interactions (ATI) within and between the groups. The results indicated disordinal ATI for the personality characteristics of deference, order, and aggression with some ordinal effects for endurance and nurturance. The ATI effects were clearly a function of personality measures and not academic aptitude. (MC)

ED 074 751 EM 010 937

Hopkinson, Peter

The Role of Film in Development.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Dept. of Mass Communication.

Pub Date 71

Note—54p.; Reports and Papers on Mass Communication Number 64

Available from—UNIPUB, Inc., P. O. Box 433, New York, N.Y. 10016 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cultural Education, *Developing Nations, *Film Production, *Films, Guidelines, *Information Dissemination, Instructional Films, *Mass Media, Television, Video Tape Recordings

Addressed to those connected with filmmaking and information dissemination in developing countries, this manual offers practical advice in initiating and maintaining a filmmaking program. In addition to general information on film history and film potential, the manual presents a step-by-step case history of an instructional film made in India to demonstrate the utilization of water sources for rural audiences. Also provided are guidelines for using television and portable videotape recording equipment. (MC)

ED 074 752 EM 010 938

Luyben, Paul D.

The Effects of Pictures on the Acquisition of a Sight Vocabulary in Rural EMR Children.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Florida State Dept. of Education, Tallahassee. Education for Exceptional Children Section.; Wakulla County Board of Public Instruction, Crawfordville, Fla.

Pub Date Feb 73

Note—22p.; Paper presented at the American Educational Research Association Annual Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Emotionally Disturbed Children, Low Ability Students, *Mentally Handicapped, *Pictorial Stimuli, Programed Instruction, Reading Instruction, Reading Research, Retarded Children, Retarded Readers, *Sight Vocabulary, Visual Learning, *Word Recognition

Utilizing a "shotgun" instructional approach with feedback, a linear instructional program, and an IBM 1500 computer system, this study investigated the effects of pictorial representations of words on the acquisition of a sight vocabulary by rural emotionally and mentally retarded (EMR) students. Twenty-seven students were involved in the study. The results clearly supported the hypothesis that pictures can aid in the acquisition of a sight vocabulary. Reading performance was measured by both the Gates-MacGinitie Primary Reading test and the Dolch Word-Recognition test. The program consisted of thirty lessons of nine simple words each. (MC)

ED 074 753 EM 010 939

Hoban, Charles F.

The State of the Art Films in Instruction, 1972: A Second Look.

Pennsylvania Univ., Philadelphia. Annenberg School of Communications.

Pub Date Nov 72

Note—13p.; Paper presented at the Center for Filmmaking Studies Conference (Berkeley, California, November 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, *Audiovisual Communication, *Audiovisual Instruction, Film Production, *Films, *Film Study, *Instructional Films

Film instruction has been distinctly marked by three major developments that have evolved over the past decade. First of all, a film genre has emerged which is relatively free of the old pedagogical emphasis. The attributes of film form and content that were once rejected by classroom teachers now have become the legitimate raw material for film instruction. Secondly, the motion picture as an art form has become an object of study in the high school curriculum. Though film does not supplant the standard English literature courses, it has been offered as a viable option in the requirements for high school graduation. And finally, filmmaking itself has been incorporated into the curricula of both high schools and elementary schools. The implications of these developments are wide ranging. Primarily, they force higher educational functions upon the teachers and students. (MC)

ED 074 754 EM 010 940

Hoban, Charles F.

A Current View of the Future of Theory and Research in Educational Communication.

Pub Date 11 Apr 73

Note—19p.; Paper presented at the Association for Educational Communications and Technology Annual Convention (Las Vegas, Nevada, April 11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), Communication Problems, Educational Technology, *Futures (of Society), Instructional Design, Instructional Media, Instructional Systems, *Instructional Technology, Media Research, *Media Technology, Operations Research, *Research Methodology, Research Needs, Social Change, Social Problems, Social Values, *Systems Approach

The failures of instructional technology to meet the expectations of the society cannot be attributed to the inadequacies of the field alone. Although educational technology has promised more than it has delivered and has expected more from the schools than it reasonably should have, the threatening social conditions of America must be considered in evaluating the failure of our educational technological hopes. In general, the failure is a result of the lack of an integrated system of social goals and objectives. What exactly is instructional technology supposed to do? To answer this question generates more penetrating questions into the ambiguous areas of sociology, American values, modern psychological theory, and eventually into media theory. It is here, in media theory, where we begin to find, via McLuhan, an explanation of the systematic relationships that exist in media: we can see the need for the systems concept based on a sense of mission. The future of instructional technology is in the development, promulgation, and application of the systems concept. We have learned from our mistakes and are now ready to proceed into successful instructional technology. (MC)

ED 074 755 EM 010 942
Welde, William L. Cream, Bertram W.
Variables Influencing The Perception of Flicker In Wide Angle CRT Displays.

Air Force Human Resources Lab., Wright-Patterson AFB, Ohio. Advanced Systems Div.
 Report No.—AFHRL-TR-72-4
 Pub Date Dec 72
 Note—81p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Experimental Psychology, Flight Training, Glare, *Illumination Levels, Media Research, *Military Training, Space Orientation, Vision, *Visual Environment, *Visual Perception, Visual Stimuli

Identifiers—*Cathode Ray Tube, CRT, Flicker

An experiment was conducted to determine the influence of three variables on the perception of the psychophysical phenomenon of flicker in wide angle cathode ray tube (CRT) displays. The three independent variables treated in the experiment were: 3, 6, and 9 foot-lamberts (FL) illumination levels; four images, three static and one dynamic; and 26 fixation points positioned around a display from 0 to 120 in the horizontal axis and 60 to 90 up the vertical axis. Recorded measures in the factorial experiment consisted of: time to first observation of flicker, percentage of the total number of trials that flicker was observed, and the severity of flicker regarding its interference with a visual task. Conclusions drawn from the experiment were: 1) flicker will probably be encountered at all illumination levels between 3 and 9 FL; 2) the most prominent flicker effects will be encountered when fixating at a point 30 from the source of illumination with flicker being observed out to 120 horizontally and to +90 /-60 vertically; 3) each individual is fairly consistent in his sensitivity to flicker. (Author/MC)

ED 074 756 EM 010 944
Davies, Derwyn

Educational Media and Copyright: A Position Paper for Educational Media Association of Canada.

Educational Media Association of Canada.

Pub Date May 71

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, *Copyrights, *Educational Planning, *Instructional Media, *Instructional Technology, Publishing Industry, Standards

Identifiers—*Canada

Two briefs presented to the Interdepartmental Committee on Copyright by the Educational Media Association of Canada are summarized in this position paper. The paper briefly re-defines the special interests that have distinctive roles in the social and cultural influences affecting education. It considers the legal framework within which these roles should be afforded copyright protection commensurate with the new technologies. (MC)

ED 074 757 EM 010 945
Owens, Thomas R. Kneidler, Peter

Evaluation of the Effects of the Eager to Learn Teacher Inservice Television Series.

Santa Clara County Office of Education, San Jose, Calif. Center for Planning and Evaluation. Pub Date 2 Mar 73

Note—11p.; Paper presented at the American Educational Research Association Annual Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, Cognitive Objectives, Educational Objectives, Effective Teaching, *Elementary School Teachers, *Inservice Teacher Education, *Instructional Television, *Program Evaluation, Student Teacher Relationship, Teacher Attitudes, Teacher Behavior, Teacher Education, Teacher Improvement, Teacher Programs, Teaching Methods, Telecourses, Televised Instruction

Identifiers—Eager To Learn

The "Eager to Learn" inservice training television series was designed to help teachers use, as part of their individual teaching strategies, seven enabling behaviors: structuring, problem focusing, accepting, clarifying, facilitating, deliberate, silence, and modeling. Over 200 elementary school teachers participated in the series which consisted of six half-hour televised lessons. The evaluation design analyzed teacher comprehen-

sion of the behaviors, their attitudes toward them, their use of the behaviors in the classroom, and the students' attitudes toward teacher-student interaction. The evaluation was conducted by questionnaire. The results of the evaluation showed that the series had demonstrated its ability to change teachers' understanding of the enabling behaviors as well as to significantly increase the frequency with which four of the seven behaviors were used in the classroom. (MC)

ED 074 758 EM 010 946
Kniefel, David R.

QUEST: A Conversational Access to Computerized Searches of the ERIC System.

Pub Date 1 Mar 73

Note—18p.; Paper presented at the American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, Flow Charts, *Information Processing, *Information Retrieval, Information Sources, *Information Systems, Relevance (Information Retrieval), *Search Strategies

Identifiers—*Educational Resources Information Center, ERIC, North Carolina Science Technology Research Center, QUEST, STRC-IVS

QUEST is an interactive conversational programming system (CPS) that was developed to serve as a conversational interface between a searcher of the Educational Resources Information Center (ERIC) files and the North Carolina Science and Technology Research Center's Inverted File Search Program (STRC-IVS). This paper describes QUEST: its costs, operational procedures, and problems. The QUEST program has not only proved to be extremely successful cost-wise, but has also become a means of introducing non-computer oriented users to automated information retrieval techniques. The development of QUEST has greatly increased the utilization of the ERIC files. (MC)

ED 074 759 EM 010 947
Embry, Jonathan D. And Others

GANDALF: A General Alpha-Numeric Direct Access Library Facility.

Pub Date Oct 72

Note—16p.; Paper presented at the Rio Grande Chapter of the Association for Computing Machinery (October 13, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, Computers, *Data Bases, Information Processing, *Information Retrieval, *Information Systems, Library Research, Search Strategies

Identifiers—ERIC, GANDALF, *General Alpha Numeric Direct Access Library Facility

GANDALF (General Alpha Numeric Direct Access Library Facility) is an information retrieval system designed and implemented at the University of New Mexico for the purposes of retrieving abstracts from large abstract data bases, such as the ERIC system. Previous batch-process information retrieval systems for use with the ERIC data base have been extremely slow, and thus expensive of computer time. Gandalf uses the user request to produce a list of addresses within the overall data base, so that only a small subset of the material is selected, and processing of unreferenced material is avoided. Furthermore, since GANDALF was designed to be used by persons with little or no computer experience, an attempt has been made to make the request statements as simple to use as possible. In comparisons runs, GANDALF was from ten to forty times as fast as QUERY (the currently available ERIC search system) in real time, and four to 77 times as fast in computer time. (Author/RH)

ED 074 760 EM 010 948
Information Memorandum on the Organisation's Activities in Education, 1971-1972.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 31 Jan 73

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Change, *Educational Development, *Educational Innovation, Educational Objectives, Educational Programs, Educational Research, International Organizations,

*International Programs, Research and Development Centers

Identifiers—Centre for Educational Research and Innovation, CERI, OECD, Organisation for Economic Cooperation

A summary note on the work of the Organisation for Economic Co-operation and Development (OECD) for the period 1971-1972 is presented in this report. The activities of the Education Committee of OECD are described first, and brief discussions are provided of the committee's objectives, planning, and management in education; main directions for educational innovation and reform; and policies and structures for post-secondary education. The second component of OECD, the Centre for Educational Research and Innovation (CERI), is overviewed, with information on past work as well as specific areas such as research into the relations between education and society, the development and international exchange of innovations, strengthening national and international arrangements for educational innovation, and decentralized projects. Finally, the activities of the Programme on Educational Building are summarized. (SH)

ED 074 761 EM 010 959
Craig, Bruce M.

Implications of National Institute of Education Policies and Programs for Educational Technology.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 73

Note—17p.; Paper presented at the Association for Educational Communications and Technology Annual Convention (50th, Las Vegas, Nevada, April 11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, Early Childhood Education, *Educational Development, Educational Legislation, *Educational Programs, *Educational Research, *Educational Technology, *Federal Programs, Management, Minority Groups, Post Secondary Education, Research and Development Centers, Speeches

Identifiers—National Institute of Education, NIE

Background on the creation, governance, program development, and planning of the new National Institute of Education (NIE) are provided in this speech. Summary descriptions of NIE's plans for basic research, research and development and utilization systems, and programmatic research and development. The latter category is NIE's major concentration at present and specific programs include investigations of the relationship between learning and work, school initiated experiments, curriculum development, management, post-secondary, early education, and minority concerns. (RH)

ED 074 762 EM 010 960
Meierhenry, W. C.

Survey of Public Television Station Managers 1973.

Nebraska Univ., Lincoln. Media Research.

Spons Agency—Public Broadcasting Service, Washington, D.C.

Pub Date Mar 73

Note—301p.; Third Annual Survey

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Administrative Personnel, Cable Television, *Educational Television, Instructional Television, Management, Programming (Broadcast), Public Affairs Education, *Public Television, Television Research, *Television Surveys

Identifiers—*Public Broadcasting System

A survey of public television station managers was conducted for 1973 to evaluate different activities, types of services being performed or desired, and other information of interest to the Public Broadcasting System (PBS). Responses to questionnaires and/or interviews by the station managers showed that the overall quality of PBA programming was rated as high, but not as high as in the previous year, and that the overall balance and development of the national schedule was perceived as being very good. However, managers felt that there was too little specialized target audience programming and a need to find new directions for public affairs such as "weekly for-the-record program." Generally, managers slightly approved of a national instructional television service, indicated a trend toward more

air time, evidenced a minimum number of formal relationships with cable systems, and evaluated the usefulness of the Service Category System. Additionally, hope was expressed for the maintenance of the current proportions in the "modified real time" service, little interest was shown in the development of a second interconnection systems, and the PBS staff was perceived as being helpful. Detailed analyses of the data and other information are presented in the appendixes. (SH)

ED 074 763 EM 010 961
Schramm, Wilbur
Instructional Television in the Educational Reform of El Salvador. Information Bulletin Number Three.

Academy for Educational Development, Washington, D. C. Information Center on Instructional Technology; Stanford Univ., Calif. Inst. for Communication Research.

Pub Date Mar 73
Note—96p.

Available from—Information Center on Instructional Technology, Academy for Educational Development, 1424 Sixteenth Street, N.W., Washington, D.C. 20036

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Gains, Comparative Analysis, *Developing Nations, *Educational Change, *Instructional Media, *Instructional Television, Student Attitudes
Identifiers—*El Salvador

In 1967, El Salvador initiated a comprehensive educational reform centering around the use of instructional television (ITV) in grades 7, 8, and 9. Other aspects of the Reform included extensive teacher retraining, curriculum revision, and extensive building of new schoolrooms, among other things. The cost of the reform through 1973 will total roughly \$30 million, of which about \$7.3 million will pay for ITV. Tests show that students in Reform classrooms learned about 20% more (as measured by end-of-year tests) than did those in non-Reform classrooms. However, classes with all aspects of the Reform (including ITV) evidenced only slightly higher learning gains than did classes with all aspects of the Reform except ITV. Thus the role of ITV in improving achievement is inconclusive. Students hold highly positive attitudes towards the use of ITV in their classrooms, although they were slightly less enthusiastic in 1971 than they had been in 1969. (JK)

ED 074 764 EM 010 962

Nielsen, Thomas G. And Others
Media Presentation and Concept Representation Variables in Independent Learning. Final Report.

University of Southern California, Los Angeles.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
Bureau No—BR-9-I-116

Pub Date Aug 71
Grant—OEG-9-70-0036(057)
Note—118p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Audiovisual Aids, *Audiovisual Instruction, Cognitive Development, Cognitive Processes, Elementary Grades, Filmstrips, Instructional Media, *Intermode Differences, Learning Processes, *Media Research, *Multimedia Instruction, Phonotape Recordings, Symbolic Learning, *Verbal Learning

An experiment investigated the effects of representational modes, presentation methods, and age on learning. Representation was in either iconic or symbolic verbal style, the verbal component was presented by either tape or booklet, and the pictorial component contrasted filmloops. Nine and eleven year old learners were exposed to a lesson on the concepts of flipcard animation. The main results were the following: the iconic and symbolic modes did not differ in effectiveness; filmloop and filmstrip were equally effective; and the tape/filmloop treatment was more effective than booklet/filmloop, but booklet/filmstrip was more effective than tape/filmstrip. (Author/RH)

ED 074 765 EM 010 963

Henson, Jane C. Manry, William F., IV

APL: An Intro.
Atlanta Public Schools, Ga.
Pub Date 71
Note—39p.

Available from—Terminal Services Coordinator, Information Processing System, Atlanta Public Schools, 218 Pryor St., S.W., Atlanta, Georgia 30303 (\$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, *Computer Oriented Programs, *Manuals, *Programming Languages, Secondary Education
Identifiers—APL, *A Programming Language

This guide, written for high school students in Atlanta, Ga., explains how to use the computer system available to Atlanta high school students and teachers. The system is a remote terminal system. The language used for it is called APL/360 (A Programming Language for the IBM 360 computer). The guide explains how to sign on the computer, send messages between users, and write elementary programs. A glossary of programing symbols for APL is included. (JK)

ED 074 766 EM 010 964

APL/IV: Fourth International APL Users' Conference. June 15-16, 1972, Atlanta, Georgia, U.S.A.

Atlanta Public Schools, Ga. Computer Center; Georgia Inst. of Tech., Atlanta. School of Information Science.

Spons Agency—Atlanta Board of Education, Ga.
Pub Date Jun 72
Note—194p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Bibliographies, *Computer Assisted Instruction, Computer Graphics, *Computer Science, *Conference Reports, *Programming Languages, Statistical Analysis, Time Sharing
Identifiers—APL, *A Programming Language

APL is a computer language (A Programming Language). Papers at this conference of APL users deal with the following topics: an APL approach to interactive display terminals; graphics in APL; an interactive APL graphics system; modeling a satellite experiment on APL; representing negative integers in bit vectors; APL as a teaching tool—two versatile tutorial approaches; the evolution of an interactive chemistry laboratory program; a collection of graph analysis APL functions; management of APL time-sharing activities; saving money by saving space in APL; security of APL application packages; enhanced interaction for an APL system; subtasking in APL; suggestions for a "mapped" extension of APL; APL as a notation for statistical analysis; an adaptive query system; microprogram training—an APL extension; and APL electronic circuit analysis program and use of APL in teaching electrical network theory. Also included is a bibliography of 340 items dealing with APL. (JK)

ED 074 767 EM 010 965

Lewis, Richard F.
Conjugate Reinforcement.

Syracuse Univ., N.Y. Computer Based Project.
Report No—CBP-SU-RR-7222
Pub Date Apr 73

Note—16p.; Paper presented at the Association for Educational Communication and Technology Annual Conference (Las Vegas, Nev., April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attention Control, Attention Span, Audiovisual Aids, Computer Assisted Instruction, Experimental Psychology, *Measurement Instruments, *Reinforcement, *Stimulus Behavior

Conjugate reinforcement is a new attention measure which has emerged from experimental psychology. It can provide accurate measurement of a subject's attention to a stimulus. In conjugate reinforcement, the duration of the stimulus varies directly and immediately with the subject's rate of response. In this process, the subject must demonstrate his attention continuously by pressing a small key at a required rate to maintain the presentation of the stimulus. This paper provides a brief introduction to the techniques. It discusses the background of the reinforcement system, defines the concept, and describes a series of procedures in which it has been used. It also explains applications of the procedures and describes the advantages of the technique. The technique is useful in helping to explain how learning from audiovisual aids takes place. (Author/JK)

ED 074 768 EM 010 966

Durzo, Joseph J. And Others

An Initial Investigation into the Nature and Use of Support Services and Resources for Instruction in the Public Schools.

Pub Date Feb 73

Note—18p.; Paper presented at the American Educational Research Association Annual Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Resources, Information Seeking, Information Services, *Information Sources, Resource Centers, Resources, *Teachers, *Use Studies

This study had two purposes: 1) to determine what kinds of instructional support teachers used; and 2) to identify factors which facilitate or inhibit the use of such resources. The methods used to obtain data were, first, participant observation of school district activities, and second, interviews of 19 teachers. One result of the study was a list of various types of support services and resources teachers said they used. These types of services were used: building instructional staff; building instructional support personnel and agencies, such as school libraries; district curriculum staff, such as coordinators; and agencies outside the district, such as educational companies and university faculty. Resources used included curriculum design and evaluation materials, reference and other materials, and professional preparation. A list of 15 facilitating and 15 inhibiting influences was compiled. The former included: available, occurs frequently, efficient, see them often, and understandable. The latter included: confusing, costly, and inaccessible. Further research should center around two questions: what are the characteristics of services and resources which cause some to be used more than others, and what causes some teachers to use many resources while others use few? (JK)

ED 074 769 EM 010 967

Knight, Joseph M., Jr.

Evaluation of a Text Compression Algorithm Against Computer-Aided Instruction (CAI) Material.

Air Force Electronic Systems Div. L.G. Hanscom Field, Mass.
Pub Date Jul 72

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Algorithms, *Computer Assisted Instruction, *Computer Science, Mathematical Logic, *Models, Simulation
Identifiers—Text Compression

This report describes the initial evaluation of a text compression algorithm against computer assisted instruction (CAI) material. A review of some concepts related to statistical text compression is followed by a detailed description of a practical text compression algorithm. A simulation of the algorithm was programmed and used to obtain compression ratios for a small sample of both traditional frame-structured CAI material and a new type of information-structured CAI material. The resulting compression ratios are to 1.5: 1 for both types of material. The simulation program was modified to apply the algorithm to the lesson files of a particular frame-structured CAI subsystem used in the Air Force Phase II Base Level System. The compression in this case was found to be 1.3: 1 because some uncompressed, frame-forming bytes were present in the lesson file. The modified simulation program was also used to take letter occurrence statistics on the text being compressed. From these, a theoretical compression was calculated using a probabilistic model of the compression algorithm. Theoretical compression was within two percent of measured compression, thus verifying the model's applicability. (Author)

ED 074 770 EM 010 968

Langer, Victor G.

Audio Visual Tutorial Development at the Milwaukee Area Technical College.

Milwaukee Area Technical Coll., Wisc.
Pub Date Sep 72

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Instruction, Audiovisual Programs, Community Colleges, Curriculum Design, *Curriculum Development, Curriculum Guides, Films, Independent Study,

Phonotape Recordings, *Program Descriptions, Student Centered Curriculum, *Tape Recordings, *Technical Education

Identifiers—Audiotutorial Approach, *Milwaukee The Audiovisual Tutorial Program adopted by the Milwaukee Area Technical College utilized a systems approach for learning the basics of a variety of subjects. The program scheduled three categories of student experience: 1) independent study sessions in the audiovisual tutorial learning center; 2) general assembly session; and 3) small assembly session. The learning system used films and audio tape recorded programs as the basis of the program. Courses in biology, botany, business, nursing, machine shop, and speech were taught by the program. The report evaluates subjectively the success of the program. (MC)

ED 074 771 EM 010 970

Friedlander, Madeline S.
Leading Film Discussions: A Guide to Using Films for Discussion, Training Leaders, Planning Effective Programs.

League of Women Voters of the City of New York, N.Y.
Pub Date Sep 72
Note—42p.

Available from—The League of Women Voters of the City of New York, 817 Broadway, New York, N.Y. 10003 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Discussion (Teaching Technique), Discussion Experience, Discussion Groups, Discussion Programs, *Documentaries, *Films, *Guides, *Leadership Training

A complete step-by-step format for using film to enhance discussion groups is presented in this guide. The selection of film and its subsequent incorporation into the discussion are described in detail. Tips on handling discussion problems, working out mechanical details with the projectionist, and making the appropriate physical arrangements are reviewed. A section of the guide is devoted to conducting a workshop for discussion leaders. An annotated list of films, chosen for their social comment and discussion value, is presented. (MC)

ED 074 772 EM 010 971

Jennings, Ralph M.
Guide to Understanding Broadcast License Applications and Other FCC Forms.

United Church of Christ, New York, N.Y.
Pub Date Nov 72
Note—148p.

Available from—Office of Communication, United Church of Christ, 289 Park Avenue South, New York, N.Y. 10010

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Administrative Agencies, Broadcast Television, Citizen Participation, *Commercial Television, *Community Action, *Community Involvement, Community Responsibility, Community Support, Educational Television, *Federal Laws, Government Role, Manuals, Mass Media, Programming (Broadcast), Radio, Social Action, Social Responsibility, Television

Identifiers—*Federal Communications Commission
In order to encourage more citizen action and public awareness in broadcasting, this guide enumerates the step-by-step procedures that citizens must take to deal with the Federal Communications Commission (FCC). The guide exhaustively reviews the policy areas where current FCC television and radio licenses are vulnerable to public scrutiny. It recommends actions that a community group might take to either resolve broadcasting problems by negotiations with the offending station or seek FCC disciplinary action directed at the station. However, most of the guide devotes itself to the administration of the license renewal process. It describes the broadcasters programming responsibilities and how these should be presented to the FCC. Of particular utility is the presentation of the FCC forms and the accompanying guide for filling them out properly. The forms pertain to applications for both commercial stations and non-commercial educational stations. A final chapter discusses the Equal Employment Opportunity law and how it applies to broadcasters both in essence and in practice. (MC)

ED 074 773 EM 010 972

Jacobsen, David A. Gerlach, Vernon S.
A Comparison of the Effects of Textual and Televised Modes of Instruction in Teacher Education.

Pub Date Apr 73
Note—28p.; Paper presented at the Association for Educational Communications and Technology Annual Convention (Las Vegas, Nevada, April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Observation Techniques, College Instruction, Comparative Analysis, *Educational Strategies, Instructional Design, Instructional Improvement, *Instructional Television, Intermediate Differences, Mediation Theory, Microteaching, *Program Evaluation, *Teacher Education, *Teaching Methods, Teaching Techniques

Instructional television (ITV) has generally not shown significant differences in instructional effectiveness when compared to conventional instruction techniques. In an effort to gather more conclusive data about these previous findings, this study sought to compare two instructional modes, ITV and textual presentation. Eleven juniors in a teacher education program participated in the study. They received instruction in questioning techniques in preparation for the subsequent presentation of a videotaped microteaching lesson. The student teacher's performance was observed and analyzed from a variety of statistical viewpoints, and the results indicated that the more expensive ITV instruction failed to produce a criterion performance which differed significantly from that produced by the less expensive textual instruction. (MC)

ED 074 774 EM 010 973

Jordan, Stephen
Physiological Indices of a Simple Cognitive Task.

Naval Training Equipment Center, Orlando, Fla.
Report No.—NAVTRAECUIPCEN-TN-8

Pub Date Feb 73

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Measurement, *Cognitive Tests, Measurement Instruments, Performance Criteria, *Psychophysiology, *Recall (Psychological), *Retention

A study attempted to determine the usefulness of skin resistance and other physiological measures as indicators of a simple cognitive skill such as the immediate recall of digits. Subjects were placed in a sound attenuated chamber and wired for heart rate and skin resistance recordings. The task involved immediate recall of a 10 alternative digit sequence and a two digit alternative sequence. Results indicated no statistically significant relationship between physiological measures of alertness (skin conductance and heart rate) and a simple cognitive task (digit recall). Further experimentation is required to resolve ambiguity of results; in particular, a design is needed in which task difficulty and task duration are systematically varied over several points over a wide range. (Author)

ED 074 775 EM 010 974

Knoll, J. H.
Audiovision for Information and Entertainment. Television, New Broadcasting Techniques and Cultural Development.

Council of Europe, Strasbourg (France). Committee for Out-of-School Education and Cultural Development.

Report No.—CCC/EES-72-27

Pub Date 23 Feb 72

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiences, Audiovisual Aids, Cultural Awareness, *Cultural Education, Educational Improvement, Educational Planning, Educational Research, Educational Trends, *Instructional Media, Magnetic Tapes, Marketing, Media Selection, *Television, *Video Cassette Systems, Video Tape Recordings

Identifiers—Belgium, Germany, *Western Europe
Audiovision refers to electronic video tape recording cassettes (EVR). This paper discusses in broad terms the potential effect of EVR cassettes on television and culture in Western Europe with particular application to the current situation in Germany and Belgium. The author comments on the EVR market in Germany with reference to television research audience studies

in an effort to show where the viewing market lies. In addition, he discusses the legal problems involved in adapting television broadcasts to cassettes. The author feels that cassettes will be even more important in the field of education than in entertainment. (MC)

ED 074 776 EM 010 977

Pearce, Michael And Others
Appraising the Economic And Social Effects of Advertising. A Review of Issues and Evidence.

Marketing Science Inst., Cambridge, Mass.

Pub Date Oct 71

Note—211p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Business, *Communications, *Economic Research, Information Dissemination, *Marketing, Mass Media, Merchandising, *Publicize, Public Relations, *Social Problems, Social Psychology, Social Values

Three major aspects of advertising/marketing communications are reviewed comprehensively in this report. Consumer behavior with its associated attitudes and purchasing behavior are discussed in regard to the choices of specific brands within major product categories. The relationship between advertising and the structure of markets is considered by presenting a review of the theories and evidence of the economic effects in this field. Finally, the variety of social issues that arise from concerns about advertising's impact on public values and attitudes are discussed with particular emphasis on the nature of persuasion, taste, and information versus deception. Of particular interest is a section on the effect of advertising on children. (MC)

ED 074 777 EM 010 980

Howard, John A. Hulbert, James
Advertising and the Public Interest. A Staff Report to the Federal Trade Commission.

Federal Trade Commission, New York, N.Y. Bureau of Consumer Protection.

Pub Date Feb 73

Note—575p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—*Broadcast Industry, Commercial Television, Communication (Thought Transfer), Consumer Economics, Consumer Education, Federal Laws, Federal State Relationship, *Government Role, *Investigations, *Marketing, Media Research, Merchandise Information, *Publicize, Public Opinion, Public Relations, Radio, Television

Identifiers—Federal Communications Commission, *Federal Trade Commission, Food and Drug Administration

The advertising industry in the United States is thoroughly analyzed in this comprehensive report. The report was prepared mostly from the transcripts of the Federal Trade Commission's (FTC) hearings on Modern Advertising Practices. The basic structure of the industry as well as its role in marketing strategy is reviewed and some interesting insights are exposed. The report is primarily concerned with investigating the current state of the art, being prompted mainly by the increased consumer awareness of the nation and the FTC's own inability to set firm guidelines for effectively and consistently dealing with the industry. The report points out how advertising does its job, and how it employs sophisticated motivational research and communications methods to reach the wide variety of audiences available. The case of self-regulation is presented with recommendations that the FTC be particularly harsh in applying evaluation criteria to children's advertising. The report was prepared by an outside consulting firm. (MC)

ED 074 778 EM 010 981

Baer, Walter S.
Cable Television: A Handbook for Decisionmaking.

Rand Corp., Santa Monica, Calif.
Spons Agency—National Science Foundation, Washington, D.C.

Report No.—R-1133-NSF

Pub Date Feb 73

Note—229p.; See also EM 010 982, EM 010 983, EM 010 984, EM 010 985, EM 010 986, EM 010 987

Available from—The Rand Corporation, Publications Department, 1700 Main Street, Santa Monica, California 90406 (\$5.00)

Document Not Available from EDRS.

Descriptors—*Cable Television, Citizen Participation, City Planning, Commercial Television, *Community Action, Community Antennas, Community Cooperation, *Community Planning, Decision Making, Educational Television, Federal Legislation, *Financial Policy, *Guides, Instructional Television, Local Government, Management, Marketing, Programming (Broadcast)

Identifiers—CATV, FCC, Federal Communications Commission, *Franchising

The development of cable television (CATV) requires more decisionmaking by local communities than other relatively new technologies. The nature of CATV and its potential influence on the immediate community demands that local interests—business, government, community groups, and individuals—have a voice in shaping the terms of the community's franchise and determining the programming and services the system will deliver. The assurance that public uses of cable television are not pre-empted by a too rapid development of strictly entertainment and other commercial services is imperative. This handbook extensively reviews all the facts of CATV systems and discusses the variety of relationships that arise between them. It presents cable systems economics that are based on simulated model cities complete with budgets and financial data for a ten year period. It also discusses the ownership options available, the planning and franchising processes, public access, and the instructional television potential. The handbook concludes with an annotated list of references and organizations which can provide further information on CATV. (MC)

ED 074 779 EM 010 982

Baer, Walter S.

Cable Television: A Summary Overview for Local Decisionmaking.

Rand Corp., Santa Monica, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—R-1134-NSF

Pub Date Feb 73

Note—15p.; See also EM 010 981, EM 010 983, EM 010 984, EM 010 985, EM 010 986, EM 010 987

Available from—The Rand Corporation, Publications Department, 1700 Main Street, Santa Monica, California 90406 (\$1.00)

Document Not Available from EDRS.

Descriptors—*Cable Television, Check Lists, *Citizen Participation, City Officials, Community Action, Community Antennas, *Community Responsibility, *Decision Making, Guidelines, Legal Problems, *Local Government, Local Issues

Identifiers—*CATV, Franchising

Addressed to citizen groups, local government officials, and others concerned with the development of cable television in their communities, this report summarizes briefly some of the major issues surrounding local decisionmaking for cable television. This summary presents some of the more detailed information found in the companion publication, "Cable Television: A Handbook for Decisionmaking" (EM 010 981). Of particular utility to the user is the checklist for local decisionmaking which reviews some of the considerations that must be given to cable television technology, economics, ownership options, planning, franchising, public access, and public service. (MC)

ED 074 780 EM 010 983

Johnson, Leland L. Botein, Michael

Cable Television: The Process of Franchising.

Rand Corp., Santa Monica, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—R-1135-NSF

Pub Date Feb 73

Note—85p.; See also EM 010 981, EM 010 982, EM 010 984, EM 010 985, EM 010 986, EM 010 987

Available from—The Rand Corporation, Publications Department, 1700 Main Street, Santa Monica, California 90406 (\$3.00)

Document Not Available from EDRS.

Descriptors—*Cable Television, *City Planning, Community Involvement, Community Planning, Community Responsibility, Contracts, *Evaluation Criteria, Guidelines, Legal Problems, Legal Responsibility, *Local Government, *Performance Specifications, Specifications, Standards

Identifiers—CATV, Community Access, FCC, Federal Communications Commission, *Franchising

In an effort to insure that cable television franchising procedures at the local level are based on a competitive and well-conceived selection process, this report discusses some of the most important steps of the franchising process. Not only does it show how the community should assess its needs and appraise the merits of the cable operator, but it also presents a chronological sequence of procedures through which the community's needs can be translated into a workable and flexible franchising arrangement. The report is divided into two sections. The first deals with the proposal and hearing negotiations that each community should follow regardless of the technical requirements of the system. The second section specifically delineates the technical and administrative terms that must be written into the franchising agreement. It discusses fees and rates, access, employment practices, performance bonds, and some thirty other topics, all in light of the recent Federal Communications Commission's rulings. (MC)

ED 074 781 EM 010 984

Yin, Robert K.

Cable Television: Citizen Participation in Planning.

Rand Corp., Santa Monica, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—R-1136-NSF

Pub Date Mar 73

Note—28p.; EM 010 981, EM 010 982, EM 010 983, EM 010 985, EM 010 986, EM 010 987

Available from—The Rand Corporation, Publications Department, 1700 Main Street, Santa Monica, California 90406 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Cable Television, *Citizen Participation, City Officials, Community Antennas, *Local Government, *Local Issues, Marketing, *Social Responsibility, Television Surveys

Identifiers—CATV, FCC, Federal Communications Commission

The historical background of citizen participation in local affairs and its relevance at the onset of community concern about cable television are briefly discussed in this report. The participation of citizens, municipal officials, and cable operators in laying the groundwork for a cable system as well as the pros and cons of cable television as advanced by each position are reviewed. Historical lessons from contemporary American urban politics are brought forth in an effort to show where cable advocates will meet the most opposition and delay in trying to implement a publicly responsive cable system. Specifically discussed in the report are the considerations that must be made by the community in regard to cable ownership, cable system geography, cable subscription fees, cable service, and the monitoring of cable operations. (MC)

ED 074 782 EM 010 985

Pinnick, Carl

Cable Television: Technical Considerations in Franchising Major Market Systems.

Rand Corp., Santa Monica, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—R-1137-NSF

Pub Date Apr 73

Note—68p.; See also EM 010 981, EM 010 982, EM 010 983, EM 010 984, EM 010 986, EM 010 987

Available from—The Rand Corporation, Publications Department, 1700 Main Street, Santa Monica, California 90406 (\$3.00)

Document Not Available from EDRS.

Descriptors—*Cable Television, Community Antennas, *Community Planning, Construction Needs, Design Needs, Electronic Equipment, Guidelines, Marketing, *Media Technology, *Planning (Facilities), Systems Approach, Video Equipment

Identifiers—CATV, FCC, Federal Communications Commission, *Franchising

The 1972 Federal Communications Commission's (FCC) regulations on cable television were intended to assist the penetration of cable television into the large metropolitan regions of the United States. In these major market areas, the task for developing an appropriate franchise is complicated by the changing functional nature of the cable systems and by the dynamic state of

cable technology. A cable system not only provides entertainment, but also has become a quasi-public communications system, and, lately, a transmission medium for a variety of new, non-broadcast services. This variety of functions poses a franchising dilemma: How can a franchise strike a balance between a cable system designed for presently available services with minimum initial cost, and one that attempts to take into account the future growth of the system? This report suggests procedures that relate the technical design of the cable system to the structure of the franchise in a more explicit way than has been done in the past. It explores the areas of technological uncertainty and its relationship to the franchising structure. (Author/MC)

ED 074 783 EM 010 986

Rivkin, Steven R.

Cable Television: A Guide to Federal Regulations.

Rand Corp., Santa Monica, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—R-1138-NSF

Pub Date Mar 73

Note—343p.; See also EM 010 981, EM 010 982, EM 010 983, EM 010 984, EM 010 985, EM 010 987

Available from—The Rand Corporation, Publications Department, 1700 Main Street, Santa Monica, California 90406 (\$5.00)

Document Not Available from EDRS.

Descriptors—*Cable Television, Copyrights, Federal Government, *Federal Legislation, Federal State Relationship, *Government Role, *Guides, *Legal Problems, Video Equipment

Identifiers—CATV, FCC, Federal Communications Commission, Franchising

The federal laws and regulations that presently apply to cable television are comprehensively discussed in this lengthy report. The report has been designed as a guide and reference book for state and local officials, cable operators, and citizen groups. It presents a complete discussion of the 1972 Federal Communications Commission's (FCC) Report and Order on cable television. The six major categories of the FCC's rules are reviewed and cross-referenced with various state and local experiences and laws. The categories are: Carriage of Broadcast Television Signals; Copyright and Program Exclusivity, Cablecasting and Channel Capacity; the Role of State and Local Authorities; Technical Standards; and Operating Requirements and Related Matters. A compendium of relevant documents, including the text of the 1972 Report and Order, make up the remainder of the report. (MC)

ED 074 784 EM 010 987

Price, Monroe E. Botein, Michael

Cable Television: Citizen Participation After the Franchise.

Rand Corp., Santa Monica, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—R-1139-NSF

Pub Date Apr 73

Note—26p.; See also EM 010 981, EM 010 982, EM 010 983, EM 010 984, EM 010 985, EM 010 986

Available from—The Rand Corporation, Publications Department, 1700 Main Street, Santa Monica, California 90406 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Cable Television, Citizen Participation, City Officials, *Community Action, Community Antennas, *Community Involvement, *Federal Laws, Legal Problems, Local Government

Identifiers—CATV, FCC, Federal Communications Commission, Franchising

The Federal Communications Commission (FCC) has incorporated several allowances in its regulations pertaining to cable television. Some of these enable citizen groups and communities to intervene in the cable franchise after the final issuance in order to correct deficiencies in the franchising process and the administration of the franchise. Basically these rights of intervention stem from the rules pertaining to the certificate of compliance that each cable system must secure before transmitting signals. Community groups have 30 days to voice objections to the granting of the certificate, and it is to their benefit to be well advised of the text of the applicant's certificate long before it is actually submitted to the FCC. In addition, the FCC has made waiver

provisions in the rules through which it can tighten or relax regulations in light of individual cases. This paper outlines the various procedures that citizens have to remedy complaints against the cable system operator. (MC)

ED 074 785 EM 010 991
The Growth of Television in the United States (1960 to 1980).

Needham, Harper, and Steers, Inc., New York, N.Y.

Pub Date Feb 73

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Broadcast Industry, Cable Television, Commercial Television, *Futures (of Society), Mass Media, *Social Change, *Technological Advancement, *Television, Television Research, Television Surveys

Trends from the past decade and predictions through 1980 on total television penetration (percent of American households with television), number of sets per household, color television penetration, and cable television penetration lead to a number of tentative predictions. First, advertisers must expect that network station audiences and average station audiences will become smaller, and thus it will become more and more difficult to achieve exposure with large segments of the population. Secondly, and most importantly, local stations and cable television networks will become more important than the current national television network. (Author/RH)

ED 074 786 EM 010 999
Cable Television: From Here to Where?

Canadian Cable Television Association, Ottawa (Ontario).

Pub Date 73

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Broadcast Industry, *Cable Television, Community Antennas, *Federal Laws, Mass Media, *State Laws, Technological Advancement

Identifiers—*Canada, CATV

A brief description is presented of the present uses, regulatory structure, and future potentials of cable television for Canada. Some 30% of Canada is already wired for cable, as opposed to 9% in the United States. (RH)

ED 074 787 EM 011 001
Levine, David R.

Computer-Based Analytic Grading for German Grammar Instruction. Psychology and Education Series. Technical Report Number 199.

Stanford Univ., Calif. Dept. of Computer Science; Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—STAN-CS-73-343; TR-199

Pub Date 16 Mar 73

Note—214p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Computer Assisted Instruction, *Computer Programs, German, *Grading, *Language Instruction

A computer program is described here which will do an in-depth grading analysis of a student's attempt to produce a required German sentence. The grading program is given a description of the expected response and the sentence actually constructed by the student, the two are compared, and a complete diagnostic report of the correctness of the grammar of the student's response is provided for the teacher. The primary limitations on the program at this point are that it handles only grammar and not meaning, it can process only a subset of the German language, and the grading program has only been operated in isolation thus far and has not been included in a teaching environment. (Author/RH)

ED 074 788 EM 011 004
Jones, William K.

Regulation of Cable Television by the State of New York.

New York State Public Service Commission, Albany.

Pub Date Dec 70

Note—309p.

Available from—Public Service Commission, Central Library, 44 Holland Avenue, Albany, New York 12208 (initial copy free, additional copies carry a fee)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Broadcast Industry, *Cable Television, Community Antennas, *Federal Laws, Mass Media, *State Laws, Technological Advancement

In order to determine the appropriate role for the State of New York in relation to cable television, a comprehensive report was prepared for the state Public Service Commission by one of its members. In addition to background detail on the technology and potential of cable television, the report investigates current cable systems and current regulatory structures at the federal, state, and local levels. After reviewing the positions of various parties concerning the regulation of cable television by the State of New York, detailed recommendations about franchising, rates, service quality, system coordination, the role of the telephone company, etc., are presented. (Author/RH)

ED 074 789 EM 011 007

Jamison, Dean Ball, John

Using Satellites to Improve Efficiency in Delivery of Educational Services.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Dec 72

Grant—OEG-0-70-4797

Note—6p.; Paper presented at the Institute of Electrical and Electronics Engineers Annual Convention (Houston, Texas, December 4-6, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Communication Satellites, *Computer Assisted Instruction, Computers, Educational Change, *Educational Improvement, Educational Research, Educational Technology, Productivity, Technological Advancement, Telecommunication

A description is provided of a demonstration use of the ATS-3 satellite to provide computer-assisted instruction to students at an Indian Pueblo in New Mexico from the computer center at Stanford University's Institute for Mathematical Studies in the Social Sciences. The role of this and other technologies in improving productivity and efficiency in education are also discussed. (Author/RH)

FL

ED 074 790 FL 002 017

Céspedes de Fantini, Beatriz

Experiment in International Living (EIL) Latin-American Spanish Volume II: An Audio-Lingual Course with Correlated Tapes.

Experiment in International Living, Putney, Vt.

Pub Date 6 May 68

Note—113p.; Preliminary version

Available from—Foreign Language Office, School for International Training, Kipling Road, Brattleboro, Vt. 05301 (\$5.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Audiolingual Methods, *Conversational Language Courses, Grammar, *Instructional Materials, Language Skills, Pattern Drills (Language), *Spanish, Structural Grammar, *Textbooks, Vocabulary

Six units of instructional materials in conversational Spanish are presented. The audiolingual course is designed to be completed in 90 to 120 hours and intended to be used with a set of correlated tape recordings which may be purchased from the School for International Training. Lessons contain a variety of structured exercises including (1) dialogues, (2) related vocabulary, (3) repetition drills, (4) person-number substitution drills, (5) comprehension exercises, (6) construction exercises, (7) response exercises, (8) translation exercises, (9) double item substitution drills, (10) guided conversation, (11) situations, and (12) a grammatical synopsis. (RL)

ED 074 791 FL 002 605

Committee on Research and Development in Modern Languages: First Report.

Scottish Education Dept., Edinburgh.

Pub Date 68

Note—39p.

Available from—Pendragon House, Inc., 220 University Ave., Palo Alto, Calif. 94301 (\$1.10)

Document Not Available from EDRS.

Descriptors—Adult Education, Educational Research, English (Second Language), Instructional Materials, *Instructional Program Divisions, *Language Instruction, *Modern Languages, *School Surveys, Secondary Schools, Second Language Learning, *Teacher Certification, Teaching Methods

Identifiers—*Scotland

This report describes work accomplished by the Committee on Research and Development in Modern Languages in Scotland during the period from 1964-67. Sectional reports include (1) the language scene, (2) the work of the committee, (3) research, (4) Centre for Information on Language Teaching, (5) teaching methods, materials and aids, (6) languages for adults, (7) English as a second language, (8) the teaching of Russian, (9) Inter-Universities Chinese Language School, and (10) the future organization of the committee. Appendixes contain information on membership of subcommittees, teacher certification, teacher training, instructional materials, and industrial education. (RL)

ED 074 792 FL 003 311

Ribeiro, Darcy

Hacia la Nueva Reforma (Toward the New Reform).

Federacion de Universidades Privadas de America Central y Panama, Guatemala City (Guatemala).

Report No.—FUPAC-EST-1

Pub Date Nov 71

Note—11p.; In Spanish

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administration, Armed Forces, Bureaucracy, Educational Facilities, *Educational Improvement, *Educational Objectives, *Educational Planning, Faculty, Higher Education, *Latin American Culture, Military Service, Professors, Research, Sociology, Spanish Speaking, *Universities

A new wave of reform is needed for Latin American universities suffering from structural rigidity, duplicity, inefficiency, and lack of community. The structural crisis in the university reflects the general social crisis in which society is pressured by opposing forces leading it toward either historical modernization or evolutionary acceleration. Historical modernization is the force that has been active, perpetuating social stratification and neocolonial dependency. Evolutionary acceleration is exemplified in North America, Japan, Germany, and socialist countries, where there is intentional movement toward the restructuring of society from its roots with the objective of organizing it to serve itself and not others. Acceleration leads people to leap from one historical era to another, creating a new socio-economic formation with the capability of controlling its own destiny. (VM)

ED 074 793 FL 003 409

Wright, E. N.

Learning English as a Second Language: A Summary of Research Department Studies.

Toronto Board of Education (Ontario). Research Dept.

Pub Date Mar 70

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, *English (Second Language), *Immigrants, *Instructional Program Divisions, Migrants, *School Surveys, Transient Children

Identifiers—*Canada

This study reviews the educational background and needs of the immigrant Canadian student. His social origins are considered in a discussion of the diversity of ethnic background and educational experience which the group reflects. Remarks concerning bilingual education favor the maintenance and strengthening of existing bilingual programs. The author concludes that what is needed is a regularly updated collection of data which will readily provide current information on the numbers of different kinds of students or changing patterns of immigration. (RL)

ED 074 794 FL 003 410

Ramsey, Craig A. Wright, E. N.

The "Graduate" Study.

Toronto Board of Education (Ontario). Research Dept.

Pub Date May 69

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, *Comparative Education, Comparative Testing, *English (Second Language), Ethnic Groups, Intensive Language Courses, Minority Groups, *Non English Speaking, *Program Descriptions, Program Evaluation, Secondary Schools, *Second Language Learning, Teaching Methods
Identifiers—*Canada

This report compares several educational programs for non-English-speaking students in Toronto, Canada. The Main Street program, initiated in 1965, is a full-time program of "cultural immersion" for students 12 years of age and older. The Givens Public School presented a similar program at the same time within a regular school. This program, referred to as a "reception center," and the "cultural immersion" program are contrasted with the "withdrawal programs" in operation throughout the city. Comparisons of results of the programs are made between students who had been in any of the programs and then graduated to a regular class. Results are assessed both in terms of test performance and teachers' assessments of the students. Subjects in this study represent six predominant language groups including Chinese, Greek, Italian, Polish, Portuguese, and Yugoslavian. Statistical data are illustrated by several charts and graphs. A sample questionnaire, "The New Canadians," is included. (RL)

ED 074 795 FL 003 414

Mowat, Susanne

Reception Areas of Non-English Speaking Pupils: An Extension of Cost Analysis Data.

Toronto Board of Education (Ontario). Research Dept.

Pub Date May 69

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cost Effectiveness, Ethnic Groups, *Maps, *Non English Speaking, *School Demography, Sociolinguistics, Statistical Analysis, *Student Distribution
Identifiers—*Canada

An analysis of the number of non-English-speaking school age children in "reception areas" in Toronto, Canada, provides an approximate indication of the relative sizes of ethnic groups. A "reception area" is one in which the residents have not established patterns of permanent residence. Eight maps illustrating Italian, Portuguese, Greek, Chinese, Polish, Yugoslav, and multi-ethnic reception areas are included. The last map in this collection is of areas with few non-English-speaking students. (RL)

ED 074 796 FL 003 427

Qvistgaard, Jacques, Ed. And Others

International Congress of Applied Linguistics: Congress Abstracts (3rd, Copenhagen, August 21-26, 1972).

Association Internationale de Linguistique Appliquée, Stuttgart (West Germany).

Pub Date 72

Note—259p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Abstracts, *Applied Linguistics, Bilingualism, Child Language, *Conference Reports, Contrastive Linguistics, Cross Cultural Studies, Curriculum Research, Grammar, *Language Instruction, Language Planning, Language Tests, Phonetics, Programmed Instruction, Psycholinguistics, Sociolinguistics, Speech, Syntax, Teacher Education, *Teaching Methods, Translation

This volume contains abstracts of the 239 papers given at the Third International Congress of Applied Linguistics. The volume contains a topical and author index arranged alphabetically. Topics include applied linguistics, quantitative linguistics, contrastive linguistics, application of grammar models, the syntax of spoken language, applied phonetics, language for special purposes, lexicography (including terminology), translation, curriculum research, tests and testing, language teaching strategy, criteria for the choice of texts in language teaching, programmed instruction (including self-instructional material), instructional media, modern language teaching for adults, teacher training, psycholinguistics, child language, bilingualism, sociolinguistics, communication theory and language teaching, language instruction for the handicapped, and language planning. (RL)

ED 074 797

FL 003 566

Atwood, E. Bagby

A Survey of Verb Forms in the Eastern United States.

Pub Date 53

Note—53p.

Available from—University of Michigan Press, Ann Arbor, Michigan 48106 (\$4.50)

Document Not Available from EDRS.

Descriptors—*American English, Dialects, Language Classification, Language Patterns, *Language Research, *Linguistic Patterns, *Maps, Regional Dialects, Social Dialects, *Verbs
Identifiers—*New England

This study, an outgrowth of the "Linguistic Atlas of the United States and Canada," based on atlas field records covering the entire Eastern United States, enables the author to trace the geographical spread and also the social distribution of the linguistic features that are treated. Research demonstrates how early culture centers and principal migration areas are reflected in the dissemination of grammatical forms. It makes clear that our "vulgate" grammar, often thought to be uniform throughout the country, is in reality highly varied and regional in character. Thirty-one verb maps indicate distribution of tense forms in the New England States. An index of forms is included. (Author/RL)

ED 074 798

FL 003 650

Meronn, M.

Die Gesamtschule als Erziehungsprinzip der Kibbutzgemeinschaft (The Comprehensive School as the Educational Principle of the Kibbutz).

Schweizerischer Lehrerverein, Zurich.

Pub Date 21 Sep 72

Note—7p.; In German

Journal Cit—Schweizerische Lehrerzeitung; v117 n38 p1393-1399 21 Sep 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Schools, Comprehensive High Schools, Curriculum Development, *Educational Development, *Educational Objectives, *Educational Principles
Identifiers—*Israel

Following the general conference theme of "Education for Solidarity," this report describes the educational principle and framework within the Kibbutz. The "Mossad" or Community School shelters the Kibbutz child and supervises his development from 12 to 18. The great formative factors, as seen by the Kibbutz, are communal living in the school in equal importance with courses of instruction. To encourage self reliance, for example, the student community is obligated to be self-governing in all but the areas of health, finance, and instruction. Competition in the form of tests and a grading system is basically absent from the learning process. The goal of the school is to instruct the learner in basic principles and to equip him with concepts and theories which make independent study possible. Instruction in the arts and music, mathematics, and foreign languages, primarily English and Arabic, are also important elements in the curriculum. In the last several years the instruction centers on current problems with a special independent project for each student. (RS)

ED 074 799

FL 003 673

A Survey of A.I.D. Educational Cooperation with Developing Countries.

Agency for International Development (Dept. of State), Washington, D.C. Office of Education and Human Resources.

Pub Date Jun 72

Note—97p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Developing Nations, *Federal Aid, *Financial Support, *Geographic Regions, International Education, International Programs, Projects, *Surveys

This survey presents the scope of the program of the Agency for International Development in the field of educational assistance to certain developing countries. It revises and updates previous surveys completed annually since 1966. Project assistance is grouped by geographic region, country, and project title, including (1) East Asia, (2) Near East and South Asia, (3) Africa, and (4) Latin America. Information concerning project objectives and descriptions, expenditures, and progress to date is included. (RL)

ED 074 800

FL 003 699

French for Travelers—Spanish for Travelers: Non-sequential Semester Courses in the Foreign Language Area. Guidelines and Handbook.

Prince George's County Board of Education, Upper Marlboro, Md.

Pub Date 72

Note—83p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Objectives, French, Grading, *Guidelines, *Instructional Materials, *Language Instruction, Language Tests, Modern Languages, *Secondary Schools, Spanish, Teaching Methods, Tourism, *Travel

Guidelines for nonsequential, one-semester courses in French and Spanish for travelers, offered at the secondary level of instruction, are presented in this study. The courses are intended for those who wish a brief introduction to the language focusing primarily on selected phrases and expressions often used by travelers. The categories of phrases for the courses include (1) making friends, (2) time and numbers, (3) leaving the United States and arriving in the foreign country, (4) accommodations, (5) dining, (6) traveling around, (7) sightseeing, (8) sports, (9) shopping, (10) services, (11) car information and driving, (12) expressions from the foreign language used in English, (13) expressions and mannerisms to avoid, and (14) expressions referring to holidays and festivals. A section on methodology includes suggested procedures for testing and grading. (RL)

ED 074 801

FL 003 719

George, H. V.

Common Errors in Language Learning: Insights from English.

Pub Date 72

Note—198p.

Available from—Newbury House Publishers, Inc., 68 Middle Road, Rowley, Massachusetts 01969 (Paper, \$5.95; cloth, \$8.95)

Document Not Available from EDRS.

Descriptors—Communication (Thought Transfer), *English (Second Language), *Error Patterns, Information Processing, *Interference (Language Learning), Language Patterns, *Learning Processes, Motivation, Prediction, Probability, Pronunciation, Psycholinguistics, *Redundancy, Second Language Learning, Semantics, Sentence Structure, Spelling, Standard Spoken Usage, Syntax

This book presents a three-part discussion of the causes and prevention of errors in foreign language learning with particular reference to English as a second language. The first part provides a survey of error analysis, defining what is meant by the term "error" and establishing a model of error production. Other terms explained in this section are communication, redundancy, prediction, probability, and interference. The second section provides a survey of errors attributable to perception of redundancy and discusses such specific items as noun groups, verb groups, pronouns, comparative, question forms, spelling, and pronunciation. The final section provides a commentary on errors attributable to interference and deals with mother-tongue interference in pronunciation, vocabulary, and syntax, as well as errors caused by analogical thinking and cross association; homonymy, homophony, homography, and polysemy are also considered. Concluding remarks concern the relationship between error production and learning motivation. (VM)

ED 074 802

FL 003 725

DeNunzio, Vincent

A Course in Spoken English for Navajos: Second Year Program. Language Laboratory No. II.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 67

Note—429p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Cultural Enrichment, English, *English (Second Language), *Instructional Materials, Language Development, Language Enrichment, *Language Instruction, *Language Laboratory Use, Lesson Plans, Navaho, Oral English, Pattern Drills (Language), Phonetics, *Phonics, Second Language Learning, Speech Skills

This manual presents lesson plans for a second year course in spoken English for Navahos, based upon one hour of instruction five days a week. It

contains a review of troublesome sounds, conversational dialogues, and work with the grammatical structure of spoken English. Actual conversational situations are used to teach the speaking patterns necessary to function in a given situation. Automatic two- and three-way exchanges are also used. The manual concentrates on phonics, cultural enrichment through the presentation of prose and poetry, and exercises to increase skills in spoken English. Included are plans for work in the language laboratory. (Author/SK)

ED 074 803 FL 003 726

DeNunzio, Vincent

A Course in Spoken English for Navajos: First Year Program. Language Laboratory No. 1.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 67

Note—559p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—Cultural Enrichment, English, *English (Second Language), *Instructional Materials, Language Development, Language Enrichment, *Language Instruction, *Language Laboratory Use, Lesson Plans, Navaho, Oral English, Pattern Drills (Language), Phonetics, *Phonics, Second Language Learning, Speech Skills

This manual presents lesson plans for a first year course in spoken English for Navahos, based on one hour of instruction five days a week. A sample lesson is presented for illustration. The instruction outlined for each week is so structured as to provide a maximum number of exposures to a given sound. In view of this, it is suggested that the lesson plans be considered basic, required material that must be presented. The manual concentrates on phonics, cultural enrichment through the presentation of prose and poetry, and exercises to increase skills in spoken English. Included are plans for work in the language laboratory. (Author/SK)

ED 074 804 32 FL 003 728

Enrichment Material for First and Second Year Language Laboratory Program for "A Course in Spoken English for Navajos."

Bureau of Indian Affairs (Dept. of Interior), Brigham City, Utah. Instructional Service Center.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 68

Note—240p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Bilingual Education, *English (Second Language), Enrichment Programs, Government Role, Grammar, *Instructional Materials, Language Enrichment, *Language Laboratories, *Language Programs, Literature, Minority Groups, *Navaho, Phonics, Poetry

Identifiers—DINE Project, Intermountain School

This enrichment material for a first- and second-year language laboratory program was designed for a course in spoken English for Navahos. It was intended for Navahos with a 3rd to 7th grade reading achievement who are learning to speak English as a second language. Included are materials on phonics, grammar, poetry, government, and literature. A table of contents is included. (SK)

ED 074 805 FL 003 729

Attwood, D. C., Ed.

Conference on Post 'A'-Level German Language Teaching: Report of Proceedings (Hull, England, September 13-15, 1971).

Hull Univ. (England).

Pub Date Sep 71

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, Degree Requirements, *Educational Trends, *German, Instructional Program Divisions, *Language Instruction, Modern Languages, Special Degree Programs, *Teaching Methods, Translation

Identifiers—*England

This report consists of summaries of papers given at the conference at the University of Hull on "Post 'A'-Level German Teaching" in England and includes summaries of the discussion which followed. Topics and papers included are (1) the present position of German in schools, colleges of education, polytechnics and colleges of further education, and universities; (2) trends in the

evolution of German language studies in British universities; (3) research in progress at Birmingham, Hull/Sheffield, North East London Polytechnic, Nottingham, Thurrock Technical College, and York; (4) methodological variations; (5) translation in advanced language courses; (6) literature in advanced language courses; (7) remedial German; (8) the proposed combined BSc German/Engineering at Bath; (9) the language laboratory; (10) the year abroad; (11) "Das Deutsche Sprachdiplom und das Grosse Deutsche Sprachdiplom"; (12) special language schools in the USSR; (13) a German summer school in the USA; (14) the Materials Bulletin; (15) recent trends in linguistics; and (16) a report on research from the Center for Information on Language Teaching. (FL)

ED 074 806 FL 003 732

Jolly, Yukiko S.

The Te-ni-wo-ha: An Etymological Study.

California Univ., Berkeley. Japanese Linguistics Workshop.

Pub Date Dec 72

Note—10p.

Journal Cit—Papers in Japanese Linguistics; v1 n2 p218-227 Dec 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Alphabets, Case (Grammar), Chinese, Comparative Analysis, Diachronic Linguistics, Etymology, *Form Classes (Languages), Grammar, *Japanese, *Language Development, *Language Patterns, Language Typology, Phonetics, Second Language Learning, Semantics, Sentence Structure, Syntax, *Written Language

The designation of the Japanese word class "joshi" (in English known as particles, post-positional case markers, or relationals) by the term te-ni-wo-ha can be traced to the early superimposition of the Chinese writing system on Japanese speech. Because of the structural differences between the two languages and the existence of elements in Japanese not covered by the Chinese writing system, the Japanese developed a notational chart of dots to be added to the Chinese characters. Such a dot-code system was used to express relationships of the joshi and was designated te-ni-wo-ha by combining the names of the particles at the four corners of the chart. The term te-ni-wo-ha remains today even though the original dot-code system no longer exists and the Chinese characters used for writing Japanese are phonological representations containing no graphic, inherently syntactic indication of meaning. (VM)

ED 074 807 FL 003 741

Waters, J., Ed.

Bureau for International Language Coordination (BILC) Bulletin No. 1.

Bureau of International Language Coordination, London (England).

Pub Date Oct 67

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Armed Forces, Educational Objectives, *International Education, *Language Instruction, Military Service, *Military Training, *Modern Languages, Second Language Learning, *Teaching Methods

The first bulletin in a series dealing with international issues in language instruction in the military, this publication presents articles focusing on educational objectives and standards of the contributing member countries. Articles include: (1) "L'Enseignement des langues dans la fonction publique du Canada"; (2) "Language Training in the Canadian Armed Forces"; (3) "Organization and Objectives of Service Language Training within the Federal Armed Forces"; (4) "Organisation et objectifs de l'enseignement militaire des langues dans l'armée française"; (5) "Report on the Study of Foreign Languages in the Italian Armed Forces"; (6) "Language Training in the British Armed Forces"; and (7) "Defense Language Institute (DLI)." Articles 1 and 2 are in both French and English, and Articles 4 and 5 appear in English with summaries in French. (RL)

ED 074 808 FL 003 742

Wardle, C. C., Ed.

Bureau for International Language Coordination (BILC) Bulletin No. 3.

Bureau of International Language Coordination, London (England).

Pub Date Dec 69

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Armed Forces, Educational Objectives, *International Education, *Language Instruction, Military Service, *Military Training, *Modern Languages, Psycholinguistics, Second Language Learning, *Teaching Methods, Translation

This is the third bulletin in a series dealing with international issues in language instruction in the military. Articles include: (1) "The 'Group Trainer': A Portable Electronic Aid in the Active Phase of Language Training"; (2) "Federal Language Office Founded"; (3) "A Psycholinguistic Analysis of the Translating Process"; and (4) "A Job Analysis in Terms of Language." Article 2 is in both French and English, and Articles 1, 3 and 4 are in English with resumes in French. (RL)

ED 074 809 FL 003 743

Collins, K. E., Ed.

Bureau for International Language Coordination (BILC) Bulletin No. 4.

Bureau of International Language Coordination, London (England).

Pub Date Dec 70

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Armed Forces, Educational Objectives, *International Education, *Language Instruction, Military Service, *Military Training, *Modern Languages, Second Language Learning, *Teaching Methods

This is the fourth in a continuing series of bulletins dealing with international approaches and problems in language instruction in the military. Articles contained in this volume include: (1) "Drill Materials for Advanced Students"; (2) "Comment un aveugle peut apprendre une langue étrangère"; (3) "How a Blind Man Can Learn a Foreign Language"; (4) "Recent Trends in Foreign Language Teaching: A Survey and Critique"; (5) "Evaluation of Language Training Objectives." Article 2 is in both French and English; the other articles are in English with resumes in French; and Articles 3, 4 and 5 contain references or bibliographies. (RL)

ED 074 810 FL 003 744

Collins, K. E., Ed.

Bureau for International Language Coordination (BILC) Bulletin No. 5.

Bureau of International Language Coordination, London (England).

Pub Date Dec 71

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Armed Forces, Educational Objectives, German, *International Education, *Language Instruction, Military Service, *Military Training, *Modern Languages, Phonetics, Second Language Learning, *Teaching Methods, Tests

This is the fifth in a continuing series of bulletins dealing with international approaches and problems in language instruction in the military. Articles contained in this volume include: (1) "Connaissez-vous Milivoj?"; (2) "Do You Know about Milivoj?"; (3) "L'Audiomil Français"; (4) "An Attempt at the Construction of a Phonetic Discrimination Test for Foreign Learners of German"; (5) "L'Elaboration du test de langue française pour les Forces Armées Italiennes d'après une théorie nouvelle de la syllabe"; and (6) "Communication for Command and Community." Articles 1 and 5 are in both French and English; Articles 2 and 4 are in French with English summaries; and Article 3 is in English with a French summary. (RL)

ED 074 811 FL 003 745

Waters, J., Ed.

Bureau for International Language Coordination (BILC) Bulletin No. 2.

Bureau of International Language Coordination, London (England).

Pub Date Dec 68

Note—75p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Armed Forces, Educational Objectives, *International Education, *Language Instruction, Military Service, *Military Training, *Modern Languages, Second Language Learning, *Teaching Methods

This is the second bulletin in a series dealing with international issues in language instruction in the military. Articles include: (1) "L'Enseignement des langues (étrangères) dans les Forces Armées Belges," (2) "La Morphologie de la Conjugaison écrite simple en français contemporain: échantillon des cas et rendement des catégories," (3) "Data Processing Systems and Language Teaching," (4) "Le Centre de Langues et Etudes Etrangères Militaires de l'Armée de Terre Française," (5) "Unification of Foreign Language Proficiency Levels and English Language Tests in the Italian Armed Forces," (6) "The Effectiveness of a Classroom Lab Instructional System," and (7) "Proces-verbal de la réunion linguistique bilatérale franco-allemande." Articles 1, 2 and 4 are in French with English summaries; Articles 3, 5 and 6 are in English with French summaries. (RL)

ED 074 812 FL 003 766

Burgess, Thomas C. Greis, Naguib A. F.
English Language Proficiency and Academic Achievement among Students of English as a Second Language at the College Level.

Pub Date [70]

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, College Students, Comparative Analysis, Educational Experiments, *English (Second Language), Evaluation Methods, Evaluation Needs, *Foreign Students, *Language Proficiency, Language Skills, Reading Skills, Research Methodology, Statistical Analysis, Student Evaluation, Tables (Data), *Test Reliability, Test Validity, Writing Skills

The study reported here deals with the problem of determining what testing device can best indicate a foreign student's readiness for satisfactory performance at the college level, especially in courses requiring a good command of reading and writing skills in English. The study considers several standard proficiency tests and devises a formula that compares the relationship of performance results on those tests with students' performance in college courses. Details of the study methodology as well as of comparison results are provided along with conclusions concerning the suitability of particular tests. (VM)

ED 074 813 FL 003 775

Rivers, Wilga M., Ed. And Others
Changing Patterns in Foreign Language Programs: Report of the Illinois Conference on Foreign Languages in Junior and Community Colleges, 1972.

Pub Date 72

Note—341p.

Available from—Newbury House Publishers, Inc., 68 Middle Road, Rowley, Mass. 01969 (\$5.50)

Document Not Available from EDRS.

Descriptors—Articulation (Program), *Community Colleges, *Conference Reports, Conversational Language Courses, Curriculum Development, Educational Technology, English (Second Language), Individualized Instruction, Junior Colleges, *Language Instruction, *Modern Languages, Sequential Programs, Student Attitudes, Student Needs, Study Abroad, Teacher Education, *Teaching Methods, Terminal Students, Testing

This collection of articles on foreign language instruction in junior and community colleges focuses on four principal areas: the junior community college, the "Proceedings of the Illinois Conference on Foreign Languages in Junior and Community Colleges," factual information, and action reports. The articles discuss pluralism and the community college, community colleges in the 1980's, conservation and innovation, curriculum development, application of technology to teaching foreign languages, preparation of foreign language teachers for the junior community college, junior-senior articulation problems, status of foreign languages in the two-year college, English as a second language, student attitudes toward French, conversational French, the terminal student, career Spanish, self-paced introductory French, a bibliography on individualized instruction in foreign languages, sequencing of course content, substitute and supplementary German language courses, beginning German, diversifying introductory courses, French cooking, the active classroom, testing, foreign language requirements, a French camp and related cost factors, study and training abroad, and a short-term overseas

study-travel program. A list of participants is included. (RL)

ED 074 814 FL 003 776

Symposium on the Place of Grammar in Modern Methods of Language Teaching: Report. (Brussels, Belgium, November 16-20, 1970).

Council of Europe, Strasbourg (France). Committee for General and Technical Education.

Report No—CCC-EGT-71-14

Pub Date 20 Apr 71

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, *Grammar, *Language Instruction, Linguistics, *Modern Languages, Second Language Learning, Teacher Education, *Teaching Methods

The principal aims of this symposium were to examine how the teaching of grammar could be brought up to date, to define the role of linguistics in teacher training and in the classroom, and to determine the extent to which grammar is a genuine aid to the learning and teaching of modern languages. The report contains the following information: (1) introductory note, (2) summary of proceedings, (3) group reports and recommendations, (4) conclusions and recommendations, (5) rapporteur's final summary, and (6) a list of participants. (RL)

ED 074 815 FL 003 785

McDonald, Edward R.

Seeking a Pace to Perfection: The Attempt to Individualize Instruction in Elementary German at Lafayette College, Easton, Pa.

Pub Date Nov 72

Note—28p.; Paper presented at the Annual Meeting of the American Association of Teachers of German (40th, Atlanta, Georgia, November 24, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Language Programs, Curriculum Development, Educational Experiments, *German, Grading, *Individualized Instruction, *Language Instruction, Modern Languages, Program Development, Second Language Learning, Student Attitudes, *Teaching Methods

An experimental course in college-level, introductory German, based on a modification of Fred S. Keller's work in individualized instruction, is described in this study. The establishment of specific time limits for completion of predetermined subject matter and the provision of tutorial services are essential variations from the classical approach to individualized instruction. Texts used in the course are "Deutsch für Amerikaner" by Goedsche and Spann and "Moderne Erzählungen" by Kirsch and Schlimbach. A course schedule for fall and spring semesters is included, and the grading system for German 1 and 2 is discussed. A summary of student responses to an attitudinal questionnaire is included. (RL)

ED 074 816 FL 003 786

Turner, E. Daymond, Jr.

The Language Laboratory: Hardware for Hard Times.

Pub Date 24 Nov 72

Note—16p.; Paper presented at a meeting of the National Association of Language Laboratory Directors, Atlanta, Georgia, November 24, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Enrollment Trends, Instructional Program Divisions, *Language Enrollment, *Language Instruction, Language Laboratories, *Language Laboratory Use, *Modern Languages, Student Attitudes, Student Motivation, Teaching Methods

Noting that foreign language requirements have been abolished, reduced, or modified between 1966 and 1971 in over 45 percent of the B.A. degree-granting institutions in the United States, the author probes into the current status and uses of the language laboratory. It is suggested that the widespread decline in language enrollments is due in large measure to a misunderstanding of the function and potential of the language laboratory. Ways in which the laboratory may contribute to the revitalization of language instruction are elaborated. (RL)

ED 074 817 FL 003 789

Hernandez-Dominguez, Jose L. Gertenbach,

Donald

Bilingual Education and Accountability: A Perceptual View.

Pub Date Feb 72

Note—17p.; Paper presented at the 6th Annual TESOL Convention, Washington, D.C., February 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, *Bilingual Education, *Educational Accountability, *Educational Research, Learning Theories, Second Languages, Speeches, *Teaching Techniques

This paper discusses (1) The Current Definition of Bilingual Education, (2) The Origin of Accountability, (3) The Empirical and Rational View of Education, (4) Man Defines Himself or Is Defined, and (5) Who Is Accountable? A list of notes is included in the study. (SK)

ED 074 818 FL 003 797

Brown, Samuel A. And Others

German Basic Course, Units 13-24.

Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Pub Date 65

Note—382p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.75)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Applied Linguistics, *Conversational Language Courses, *German, *Instructional Materials, *Intensive Language Courses, *Language Instruction, Language Skills, Modern Languages, Pattern Drills (Language), Textbooks

The second of a two-volume series of the Foreign Service Institute's "German Basic Course," this text contains 12 units of instructional materials intended for classroom use. Each unit contains: (1) basic sentences, (2) notes to the basic sentences, (3) notes on grammar, (4) substitution drills, (5) conversion drills, (6) variation drills, (7) vocabulary drills, (8) translation drills, (9) response drills, (10) situations, (11) a narrative, and (12) a finder list. English translations of the German text are frequently provided. A German glossary is included. For Units 1-12, see ED 056 582. (RL)

ED 074 819 FL 003 798

Kheang, Lim Hak. And Others

Contemporary Cambodian: Introduction.

Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Spons. Agency—Defense Language Inst.,

Washington, D.C.

Pub Date 72

Note—669p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 4400-1421, \$4.50)

EDRS Price MF-\$0.65 HC-\$23.03

Descriptors—*Austro Asiatic Languages, *Cambodian, Dialogue, *Instructional Materials, *Intensive Language Courses, Language Instruction, Language Skills, Pattern Drills (Language), Reading Comprehension, Reading Materials, *Textbooks, Vocabulary

This volume comprises the basic module of "Contemporary Cambodian." There are 60 lessons, each of which contains a dialogue, drills, and a list of the words introduced in that lesson. In the first 30 lessons, the dialogue and drills are written in a romanized transcription, and the dialogue is written a second time in Cambodian script in order that beginning students can practice reading. Lessons contain reading passages using vocabulary introduced in that and preceding lessons. Cambodian script is used beginning with lesson 31. Forty-five lessons cover general topics including food, visiting the doctor, and transportation. The final 15 lessons treat military topics. A series of comprehensive questions for each lesson and a glossary are included. (Author/RL)

ED 074 820 FL 003 799

Meeting Another Culture through Language: French.

Baltimore County Board of Education, Towson, Md.

Pub Date Jul 72

Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cross Cultural Studies, Cultural Background, *Cultural Education, Cultural Interrelationships, Curriculum Guides, *French, Individualized Instruction, Instructional Program Divisions, Language Instruction, Lan-

guage Skills, *Modern Languages, Student Motivation, *Teaching Methods

This curriculum guide outlines materials and ideas for a one-year exploratory course in French. In attempting to reach the broadest possible range of students in the community, emphasis is placed on individualized instruction, human relationships, options, and new processes for achieving greater comprehension and continuing understanding. The guide lists ten experiences, each in the form of a question. Outlines for the experiences suggest appropriate instructional goals, activities, techniques, and materials. The basic purpose of the course is to guide the student into a knowledge of French culture. Activities that demonstrate the daily customs, manners, attitudes, cultural interests, and language of the people are the essential ingredients of the course. The experiences serving as basic lesson themes are: (1) Who are you? How are you?, (2) What do you like in school?, (3) What do you like to do?, (4) Where do you live?, (5) What is your favorite holiday?, (6) What do you want to see in France?, (7) What do you want to be? What occupations are important?, (8) What will you bring to the picnic?, (9) Who's who at your house?, and (10) How do you spend your vacation? Supplementary classroom materials are appended. (RL)

ED 074 821 FL 003 815

Ripley, LaVern J.

The Teaching of German Literature in Translation.

Pub Date 25 Nov 72

Note—14p.; Paper presented at the Annual Meeting of the American Association of Teachers of German (40th, Atlanta, Georgia, November 25, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Instruction, Culture Contact, German, *German Literature, *Language Instruction, Literature, Modern Languages, Student Attitudes, *Student Motivation, *Teaching Methods, *Translation

The present-day status of language instruction at St. Olaf College is viewed in the perspective of past requirements at the college. Reasons for student interest in German, the most popular modern language, focus on the influence of family ties with speakers of Norwegian. A discussion of methods of teaching German literature in translation is illustrated by reference to selected materials used by the author. Concluding remarks deal with the use of audiovisual materials in the teaching of transcultural and literary themes. (RL)

ED 074 822 FL 003 818

Coppola, Carlo

Some Cultural and Grammatical Aspects of Gender in Hindi and Urdu.

Pub Date 24 Nov 72

Note—16p.; Paper presented at the American Conference of Teachers of Uncommon Asian Languages, November 24, 1972, Atlanta, Georgia

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, Cultural Differences, Culture, Diachronic Linguistics, *Grammar, *Hindi, Language Development, Language Patterns, Language Universals, *Language Usage, Mutual Intelligibility, Second Language Learning, Sentence Structure, Standard Spoken Usage, Synchronic Linguistics, *Urdu, Verbs

Despite similarities between Hindi and Urdu and mutual intelligibility, at least on the spoken level, slight grammatical differences between the two languages do exist. The treatment of gender provides an example of such differences. Explanation of the actual differences in gender usage can be based on a synchronic, linguistic level as well as on a diachronic, cultural level. First-year students learning these languages, unless well-versed in linguistics or literature, probably do not need to receive such explanations for learning purposes. Such linguistic and cultural complexities are more easily understood by second-year students who have been exposed to other exceptions in Hindi and Urdu grammar and to Indian culture in general. (VM)

ED 074 823 FL 003 824

Underwood, Gary N.

The Research Methods of the Arkansas Language Survey.

Pub Date 25 Jul 72

Note—30p.; Paper presented at the International Conference on Methods in Dialectology, University of Prince Edward Island, Charlottetown, P.E.I., July 25, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Dialects, *Dialect Studies, *Language Patterns, Language Typology, *Linguistics, *Surveys

Identifiers—*Arkansas

This paper describes the procedures to be undertaken in a dialect survey of Arkansas. General objectives of the survey are outlined. Statistics concerning residency, education, family income, and ethnic background will be considered in the survey. Three classes of Caucasian speakers of English have been designated for interviewing. Planning for the survey is based on a subdivision of the state in nine geographical zones. A bibliography is included. (RL)

ED 074 824 FL 003 825

Smith, Philip D., Jr.

A Project to Develop Pre-Vocational Literacy Materials for Spanish-Speaking Students. Final Report.

West Chester State Coll., Pa. Center for Language Research and Services.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Report No—Vocat-Educ-P-28-1028

Pub Date Dec 72

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, *Educational Experiments, *English (Second Language), *Instructional Materials, Job Skills, Language Instruction, Language Skills, *Material Development, Modern Languages, Programed Instruction, Spanish Speaking, *Vocational Education

An educational experiment describing the development of prevocational English language and literary materials for non-English-speaking students is described in this report. The primary purpose of the project was to produce and to field test instructional materials for basic English language and literary skills via a series of supplemental, self-paced, semi-programed, audiovisual units. The supplementary language units described in the report are intended to provide skills, concepts, and practice in a series of specially developed materials stressing linguistic problems which most often face the non-English-speaking student and inhibit progress toward vocational preparation. Program development and results derived from a modified Piers-Harris testing sample are discussed. (RL)

ED 074 825 FL 003 833

Schwab, Gisela

Individualized Instruction at Levels I and II.

Pub Date 24 Nov 72

Note—19p.; Paper presented at the Annual Meeting of the American Association of Teachers of German (40th, Atlanta, Georgia, November 24, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Descriptions, Curriculum Planning, *German, *Individualized Instruction, Instructional Materials, *Language Instruction, Modern Languages, Secondary Schools, *Second Language Learning, Student Attitudes, Student Motivation, Teacher Attitudes

An experimental approach to individualized instruction in German I and II, based on the A-LM series revised edition, is described. The program neither prescribes behavioral objectives nor requires contracting for work to be performed for specific grades. Procedures followed in the preparation of instructional materials are reviewed. Results of the program indicate that first-year students need a basic grounding in German before proceeding to study on their own. Significant changes in teacher and student attitudes are attributed to the change in teaching methods. The appendix contains a letter to parents, an outline for students in the German 2 class, and a student attitudinal questionnaire. (RL)

ED 074 826 FL 003 835

Smith, Philip D., Jr.

Cursos in Educacion Vocacional (Courses in Vocational Education): A Spanish Language Introduction to the Various Areas of Vocational and Technical Education Commonly Available in the Vocational Secondary Schools of Pennsylvania.

West Chester State Coll., Pa. Center for Language Research and Services.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Report No—Vocat-Educ-P-28-1028

Pub Date 72

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Choice, Career Opportunities, Manuals, Occupational Guidance, *Occupational Information, Secondary Schools, *Spanish, *Technical Education, Trade and Industrial Education, Vocational Aptitude, Vocational Counseling, *Vocational Education, Vocational Schools

This manual presents an introduction in Spanish to the various areas of vocational and technical education commonly available in the vocational secondary schools of Pennsylvania. It discusses course requirements, future possibilities in the particular vocation, and related jobs. Included among the fields discussed are auto mechanics, electrical technology, chemical technology, cooking, and horticulture. (Author/SK)

ED 074 827 FL 003 841

We Learn Together: A Small Group Process Manual for Secondary Teachers.

San Bernardino County Schools, Calif. Regional Project Office.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Pub Date 72

Grant—OEG-0-70-3499-280

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, English, Grouping Procedures, Heterogeneous Grouping, Independent Study, *Manuals, Peer Relationship, *Secondary School Teachers, Second Language Learning, *Small Group Instruction, *Spanish, Student Grouping, Student Participation, Verbal Communication

The purpose of this manual is to illustrate the application of the small group process approach to bilingual education at junior high and senior high school levels. Chapters include (1) "The Group Process Approach," (2) "Skills Required in the Small Group Process Approach," (3) "Learning Environment," (4) "Grouping Procedures," (5) "Activities and Materials for Small Groups," and (6) "The Teacher's Role." Appendixes include a bibliography and checklist. (SK)

ED 074 828 FL 003 842

Baker, Jean M. And Others

Things to Do...Activities for a Bilingual Classroom.

San Bernardino County Schools, Calif. Regional Project Office.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Pub Date 72

Grant—OEG-0-70-3499-280

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Art, *Biculturalism, *Bilingual Education, Bilingualism, Communication Skills, English, *Learning Activities, Manuals, Mathematics, Music, *Primary Grades, Schedule Modules, Social Studies, Spanish, *Teaching Guides

This manual has been prepared for teachers who are using or wish to use small group organization in bilingual-bicultural programs at the primary grade level. The manual includes several daily schedules and a series of activities appropriate for small groups of children. The activities described are of varying levels of complexity in Spanish and English, and are organized around the content of several learning or interest centers, including a communications center (language arts, reading, writing), a math center, a science/social studies center, an art center, and a music/listening center. (Author/SK)

ED 074 829 FL 003 843

Baker, Jean M. And Others

They Help Each Other Learn: A Group Participation and Leadership Training Manual.

San Bernardino County Schools, Calif. Regional Project Office.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Pub Date 71

Grant—OEG-0-9-120066-3465

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, Bilingualism, Classroom Participation, English, *Group Relations, *Independent Study, Leadership Qualities, Leadership Training, *Manuals, *Spanish

This manual was designed for second grade children learning in small groups under an open classroom approach in which leadership and active participation are encouraged. It was intended especially for bilingual classrooms where children have a good opportunity to learn a second language from one another. Some instructions appear in Spanish although the text is basically in English. The manual is divided into five lessons: Rationale for Small Group Instruction and Child Leaders, Reading and Understanding the Group Instructions, Distributing Materials and Cleaning Up the Work Area, Helping Each Other, and Evaluating the Group Activity. An appendix includes a report of reactions to the program. (SK)

ED 074 830

FL 003 845

Sancho, Anthony R. Bean, Shirley

Mi Libro: Initial Reading in Spanish--Pre-Reading Workbook, Teacher's Edition.

San Bernardino County Schools, Calif. Regional Project Office.

Pub Date 72

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cursive Writing, English, Eye Hand Coordination, *Handwriting, Instructional Materials, Manuals, Perceptual Motor Coordination, *Prereading Experience, Psychomotor Skills, *Reading Programs, Reading Skills, *Spanish, *Workbooks

This workbook was designed to be used during the pre-reading stage of the "Initial Reading in Spanish" program. It may serve as a practice book, an initial primer, and a coloring book. The lessons emphasize two main areas of development: motor skills and the understanding of concepts such as color, size, shapes, numbers, and emotions. Muscular coordination, as it relates to writing, is stressed in the workbook to give children the practice needed for cursive writing which is taught as an integral part of the reading program. The workbook contains 10 illustrated lessons. (Author/SK)

ED 074 831

FL 003 854

Castellanos, Diego

The Hispanic Experience in New Jersey Schools: An Issue Paper on a Topical Subject in Education.

New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Pub Date Jan 72

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biculturalism, *Bilingual Education, Bilingual Schools, Bilingual Students, Educational Policy, *English, Manuals, Minority Groups, Native Speakers, Non English Speaking, *Puerto Ricans, Second Language Learning, *Spanish, Teacher Attitudes, Teacher Experience, Teaching Styles

Identifiers—*New Jersey

This report, the first of a series of papers on educational issues and problems, discusses the special problems of the Hispanic population in New Jersey schools. It describes the joint efforts of the Department of Education, the Commissioner of Education, community groups, and schools to find ways to resolve the problems facing the Spanish-speaking. It recommends bilingual education as one of the best means for the Hispanic population to have equal opportunity in the schools of the state. Included is a list of skills which a successful "barrio" teacher must possess in addition to being well-trained in academic subjects. (SK)

ED 074 832

FL 003 855

Regan, John

Co-lingualism, Anthropological Linguistics and Compensatory Education.

Pub Date Jan 67

Note—29p.; Paper presented to the Language Seminar, Claremont Graduate School and University Center, Claremont, California, January 1967.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Acculturation, Anthropology, Compensatory Education Programs, *Educational Problems, *Language Development, *Language

Instruction, Language Patterns, Language Styles, Language Usage, Linguistics, *Nonstandard Dialects, Personality, Self Concept, Social Change, Social Dialects, Sociolinguistics, Speech Habits, Standard Spoken Usage, *Teacher Attitudes, Teaching Methods

Noting the close relationship among language, thought, culture, personality, and self awareness, anthropological linguistics acknowledges the powerful and real function language styles play in human life, the close attachment between the individual and his natural manner of speech, and the sensitivity that surrounds an individual's attachment to his language style. In the classroom, the teacher dealing with varieties of language dialects and styles among his pupils must be aware that all children's languages are equally sacred to them, that dialects are expressions of "in" and "out" groups, that some dialects are more useful for the operation of individuals in their wider society, and that dialects and styles have assets and liabilities, elaborations and deficits. Co-lingualism designates the attitude of the teacher who is aware of these points and who devises a teaching method and course to deal with them. Compensatory language programs should acknowledge the principle of the non-violation of linguistic emotions through understanding the social, cultural, and personal role of language as expressed in anthro-linguistics. (VM)

ED 074 833

FL 003 863

Materiales en Marcha para el Esfuerzo Bilingue-Bicultural (Materials on the March for the Promotion of Bilingualism/Biculturalism). September 1972.

San Diego City Schools, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Pub Date Sep 72

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingualism, *Community Involvement, Cultural Awareness, English, Mexican Americans, Minority Groups, *Newsletters, Portuguese, *Reading Material Selection, Science Instruction, Second Languages, Spanish, *Spanish Speaking

This newsletter seeks to promote the concept of bilingual-bicultural education. Among its articles are "The Indispensable Community Contribution," "Meaningful, Enjoyable Musical Experience," "A Breakthrough for Bilingual Science," and "Six Readers for Spanish-Speaking Fourth-Graders." There is a short essay on the importance of local participation in the educational system. A list of recommended instructional materials and another of distributors of educational materials in Spanish and Portuguese is included. Articles appear in Spanish and English. (SK)

ED 074 834

FL 003 865

Gunn, John S.

Early Australian Pronunciation.

Monash Univ., Clayton, Victoria (Australia).

Pub Date 72

Note—5p.; In Linguistic Communications, 6,

1972. Summary of an address given at the Australian Universities Literature and Language Association Congress, Dunedin, January 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, Diachronic Linguistics, Dialect Studies, *English, *Language Development, Language Patterns, Language Research, Nonstandard Dialects, *Pronunciation, *Regional Dialects, Speech, *Standard Spoken Usage, Vowels

Identifiers—*Australia

Comparative research indicates that almost without exception, late eighteenth century non-standard English pronunciation was very close to what is called Broad Australian. Present Australian English is closely akin to the blended, popular colloquial London English, spoken by the largest group of Australia's first settlers. This pronunciation differed greatly from the more restricted standard form which was growing in importance in England at the same time for social reasons. British English and Australian English now appear to be drawing closer together because in the former more and more "low-class" forms of colloquial eighteenth century speech are filtering through to respectability; such forms already exist in Australian pronunciation. (VM)

ED 074 835

FL 003 866

Cattell, Ray

Negative Transportation and Tag-Questions.

Monash Univ., Clayton, Victoria (Australia).

Pub Date 72

Note—25p.; In Linguistic Communications, 6, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ambiguity, Deep Structure, Descriptive Linguistics, *English, Grammar, Language Research, *Linguistic Theory, *Negative Forms (Language), *Semantics, *Sentence Structure, Surface Structure, Syntax

The author considers the rule of negative transportation in English and discusses his ideas about such a rule in contrast to the theories set forth by Robin Lakoff. The rule of negative transportation allows the shifting of a negative, under certain conditions, from a lower clause into a higher one. The discussion centers around the occurrence of tag-questions which can be attached to a statement. Lakoff claims that, with certain exceptions, it is normal for the tag-question to show opposite polarity, as far as negation is concerned, to the sentence on which it is formed. The author refutes this explanation and argues that contrasting tag-questions indicate that the main sentence or host clause is to be taken to be the point of view of the speaker; matching tag-questions indicate that it is not. (VM)

ED 074 836

FL 003 868

Blake, Barry J.

Salvage Work in Australian Aboriginal Languages.

Monash Univ., Clayton, Victoria (Australia).

Pub Date 72

Note—10p.; In Linguistic Communications, 2, 1972; Revised version of a paper read at the Australian Universities Literature and Language Association Congress (14th, Dunedin, January 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Australian Aboriginal Languages, Descriptive Linguistics, Diachronic Linguistics, Dialect Studies, Grammar, Language Classification, *Language Research, Language Typology, Morphology (Languages), Native Speakers, Phonetics, Phonology, *Research Methodology, *Research Problems, *Syntax

A number of research problems have hindered the study of Australian aboriginal languages which are spoken by a steadily decreasing and vanishing population. Such research has been plagued by misunderstanding and poor communication between linguists and the remaining informants. Much of the previous research, because of funding policies, has been conducted by trainee linguists. While work in phonology and morphology has been adequate, work in syntax has been scanty. Although syntactic research may improve in future studies, there is the danger of producing a grammar based on a model fashionable at the moment, rather than a grammar which presents basic data and which could later be adapted to a particular model. Research in the aboriginal languages is worthwhile for the study of language and culture in general and also for discoveries in dialect studies in language typology, classification, and development. (VM)

ED 074 837

FL 003 870

Laycock, Don

Towards a Typology of Ludlings, or Play-Languages.

Monash Univ., Clayton, Victoria (Australia).

Pub Date 72

Note—54p.; In Linguistic Communications, 6, 1972; Revised version of a paper read at a meeting of the Linguistic Society of Australia, Perth, February 10, 1969

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Descriptive Linguistics, *Language Development, *Language Research, Language Styles, *Language Typology, Language Universals, Linguistic Theory, Phonemes, *Phonology, Suprasegmentals, *Transformations (Language)

This paper presents a linguistic discussion of play-languages—designated as ludlings by the author and tentatively defined as the result of a transformation or a series of transformations acting regularly on an ordinary language text, with the intent of altering the form, but not the content of the original message, for purposes of concealment or comic effect. Based on the types of phonological transformations operating in the

creation of a specific ludling, i.e., expansion, contraction, substitution, rearrangement, or a combination of two or more of these mechanisms (polysystemic), the author establishes a typology and presents examples for each type. The author contends that the study of ludlings and their formation gives valuable information on the native speaker's intuition as to what constitutes a syllable, a vowel, a consonant, a consonant cluster, a word, or a suprasegmental; such study also indicates which phoneme sequences may be permissible in the language. (VM)

ED 074 838 FL 003 886

Philyaw, Henry And Others
Traveling in France.
Baltimore City Public Schools, Md.
Pub Date May 72
Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*French, *Instructional Materials, Instructional Program Divisions, Language Instruction, Modern Languages, Secondary Schools, *Short Courses, Student Attitudes, Student Motivation, *Teaching Guides, *Travel

This minicourse guide for teachers of French is intended to help motivate and prepare students for travel in France. Activities are outlined in eleven related areas, including (1) planning for the trip, (2) currency, (3) going through customs, (4) tipping, (5) shopping, (6) guided tours, (7) touring on your own, (8) social life and entertainment, (9) finding good restaurants, (10) using the post office, and (11) returning through customs. Lists of films, activities, and suggested vocabulary are included. (RL)

ED 074 839 FL 003 889

An Imaginary Trip to Spain.
Baltimore City Public Schools, Md.
Pub Date May 72
Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Descriptions, Cultural Education, *Curriculum Guides, Instructional Materials, Instructional Program Divisions, *Language Instruction, Modern Languages, *Short Courses, *Spanish, Teaching Guides, *Travel

An imaginary trip to Spain is outlined in this minicourse guide. Several of the course objectives are (1) to give students a broad overview of Spain—historically, geographically, and culturally; (2) to develop interest in Spain and the Spanish language; (3) to introduce useful Spanish vocabulary; (4) to develop an awareness of cultural differences facilitating the acceptance of such difference; and (5) to show that travel can be an enjoyable and educational experience. The outline points out information to be covered, activities, and Spanish vocabulary for the five areas included in the course: preparation for the trip, arrival at the destination, accommodations, food, and traveling in Spain. A bibliography and suggestions for evaluation are included. (RL)

ED 074 840 FL 003 890

France in America.
Baltimore City Public Schools, Md.
Pub Date May 72
Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cross Cultural Studies, *Cultural Education, *French, Instructional Materials, *Language Instruction, *Modern Languages, Secondary Schools, Second Language Learning, *Teaching Guides, Vocabulary Development

The general aim of this teacher's guide for the development of minicourses for French classes is to make students aware of the areas in which influence is exerted by French culture in American life. Outlines are provided for 10 units of classroom activities. They include: (1) introduction of French words used in the United States and perusal of topics to be developed in the course, (2) art and architecture, (3) automobiles and furniture, (4) clothing and perfume, (5) French cuisine in America, (6) history, (7) literature and publications, (8) motion pictures and theater, (9) ballet and music, and (10) science. Course objectives, suggested content, activities, vocabulary lists, and short bibliographies are included. (RL)

ED 074 841

Pukui, Mary Kawena, Comp. Elbert, Samuel H., Comp.

Hawaiian Dictionary: Hawaiian-English, English-Hawaiian.

Pub Date 71

Note—590p.

Available from—University of Hawaii Press, 535 Ward Ave., Honolulu, Hawaii 96814 (\$15.00)

Document Not Available from EDRS.

Descriptors—*Dictionaries, English, *Hawaiian, *Malayo Polynesian Languages, *Mythology, *Reference Books, Vocabulary, Word Lists

The third edition of the "Hawaiian-English Dictionary" and the first edition of the "English-Hawaiian Dictionary" are combined in this publication. The Hawaiian-English section has four supplements: (1) a list of more than 1,000 new entries, including the 500 included as Supplement A in the third edition, bringing the total number of Hawaiian-English entries to approximately 26,000; (2) a glossary of gods, demigods, family gods, and heroes selected on the basis of their frequency in place names, legends, chants, and songs; (3) a list of Hawaiian gods with their specializations and the important forms they assumed; and (4) a list of Hawaiian reflexes of Proto-Polynesian and Proto-Malayo-Polynesian, unchanged from that appearing in the third edition. About 75 new entries of English words with Hawaiian equivalents and a few additional given names have been added as a supplement to the English-Hawaiian section. The bibliography has been brought up to date and now includes references to Hawaiian folklore not previously listed. (Author/RL)

ED 074 842

Crowley, Dale P. And Others
Manual for Reading Japanese.

Pub Date 72

Note—688p.; PALI Language Texts: Japanese
Available from—University Press of Hawaii, 535 Ward Ave., Honolulu, Hawaii 96814 (\$7.50)

Document Not Available from EDRS.

Descriptors—College Language Programs, *Instructional Materials, *Japanese, *Manuscript Writing (Handlettering), Reading Development, *Reading Instruction, Reading Skills, Secondary Schools, *Textbooks

This manual is aimed primarily at helping students determine the correct usage of the 500 most frequently used characters in Japanese. The characters are arranged in order of frequency of occurrence. This order is derived from a recent frequency occurrence analysis of popular journals, conducted by the National Language Research Institute (NLRI) in Japan. A student who masters all of the 500 characters presented in the text is expected to be able to read and understand a large part of contemporary Japanese reading material with relative ease. The importance of the characters and character compounds used to represent the language, as well as the most germane facts about each character, are presented on separate pages by ordering the pages according to the frequency rank order of characters as determined by the NLRI study, and by including on each page numerous facts about how the character occurs and is employed to represent spoken forms. (Author/RL)

ED 074 843

Hammond, Patricia And Others

Oklahoma in the World: Guide to the Improvement of the Teaching of Modern Foreign Languages.

Oklahoma State Dept. of Education, Oklahoma City.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 72

Note—120p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Articulation (Program), Behavioral Objectives, Cultural Education, *Curriculum Development, Evaluation Criteria, Fles, *Instructional Improvement, Instructional Materials, Instructional Program Divisions, *Language Instruction, *Modern Languages, Program Evaluation, Schedule Modules, Second Language Learning, Student Evaluation, Teaching Guides, *Teaching Methods, Testing

This guide provides instructional and evaluative materials intended to help the classroom teacher

FL 003 918

improve the curriculum. Chapters include materials on articulation, evaluation, stating behavioral objectives, beginning a foreign language at the elementary level, the role of foreign languages in the junior high school, teaching culture, evaluation, and methodology. Appendixes include: (1) individualized instruction in the teaching of foreign languages, (2) professional organizations available to foreign language teachers, (3) a position paper of the National Council of State Supervisors of Foreign Languages presenting guidelines for evaluating foreign language programs for high school students, and (4) modular scheduling. (RL)

ED 074 844

Hammond, Patricia, Ed. Garfinkel, Alan, Ed.

Recipes for Teaching Foreign Languages in Oklahoma.

Oklahoma State Dept. of Education, Oklahoma City.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 72

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Games, *Classroom Materials, Classroom Techniques, Fles, French, German, *Instructional Materials, *Language Instruction, Language Skills, *Modern Languages, Spanish, Speech Skills, Vocabulary Development

Supplementary instructional materials developed by master teachers for use in foreign language classrooms are compiled in this booklet. The materials are intended for teachers of French, German, Spanish, and FLES. A wide variety of activities focusing on vocabulary development, grammar, conversational skills, and classroom games is included. (RL)

ED 074 845

Saad, Geti, Comp.

Selected Bibliography of Educational Materials in Pakistan, Vol. 5 No. 1, 1971: Period Covered, January-March 1971.

National Science Foundation, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—TT-72-53025-1

Pub Date 71

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Annotated Bibliographies, Childhood, Comparative Education, Curriculum Development, *Educational Administration, *Educational Finance, *Educational Objectives, Educational Research, Elementary Education, Psychology, Social Sciences, Sociology, Teacher Education, Textbooks

Identifiers—*Pakistan

This annotated bibliography lists 111 entries of selected educational materials in Pakistan covering the period from January through March 1971. Thirty-one categories include: (1) administration, organization, and financing of education, (2) childhood education, (3) comparative education, (4) curriculum, (5) development of education, (6) educational objectives, (7) educational planning, (8) educational research, (9) elementary secondary education, (10) examination, (11) health education, (12) higher education, (13) history of education, (14) Islamic education, (15) language instruction, (16) libraries, (17) literacy, (18) literature for children, (19) medical examination, (20) philosophy of education, (21) psychology, (22) science education, (23) sociology, (24) students' problems, (25) teachers, (26) teacher education, (27) technical education, (28) textbooks, (29) general, (30) adult education, and (31) authors' index. (RL)

ED 074 846

Saad, Geti, Comp.

Selected Bibliography of Educational Materials in Pakistan, Vol. 5 No. 2, 1971: Period Covered, April-June 1971.

National Science Foundation, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—TT-72-53025-2

Pub Date 71

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

FL 003 930

Descriptors—Adult Education, *Annotated Bibliographies, Childhood, Comparative Education, Curriculum Development, *Educational Administration, *Educational Finance, *Educational Objectives, Educational Research, Elementary Education, Psychology, Social Sciences, Sociology, Teacher Education, Textbooks, Womens Education
Identifiers—*Pakistan

This annotated bibliography lists 111 entries of selected educational materials in Pakistan covering the period from April through June 1971. Thirty-two categories include: (1) administration, organization, and financing of education, (2) adult education, (3) agricultural education, (4) childhood education, (5) comparative education, (6) curriculum, (7) development of education, (8) educational objectives, (9) educational planning, (10) educational research, (11) elementary and secondary education, (12) examination, (13) health education, (14) higher education, (15) history of education, (16) Islamic education, (17) teaching of language, (18) libraries, (19) literacy, (20) medical education, (21) philosophy of education, (22) professional education, (23) psychology, (24) science education, (25) sociology, (26) students' problems, (27) teachers, (28) technical education, (29) textbooks, (30) general, (31) women's education, and (32) author index. (RL)

ED 074 847 FL 003 938
Saad, Geti, Comp.

Selected Bibliography of Educational Materials in Pakistan, Vol. 5 No. 3, 1971: Period Covered, July-September 1971.

National Science Foundation, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-72-53025-3

Pub Date 71

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Annotated Bibliographies, Childhood, Comparative Education, Curriculum Development, *Educational Administration, *Educational Finance, *Educational Objectives, Educational Research, Elementary Education, Psychology, Social Sciences, Sociology, Teacher Education, Textbooks, Womens Education
Identifiers—*Pakistan

This annotated bibliography lists 108 entries of selected educational materials in Pakistan covering the period from July through September 1971. Twenty-nine categories include: (1) administration, organization, and financing of education, (2) adult education, (3) childhood education, (4) comparative education, (5) curriculum, (6) development of education, (7) educational objectives, (8) educational planning, (9) educational reform, (10) elementary and secondary education, (11) examinations, (12) extra curricular activities, (13) history of education, (14) Islamic education, (15) libraries, (16) medical education, (17) philosophy of education, (18) psychology, (19) science education, (20) sociology, (21) special education, (22) students' problems, (23) teachers, (24) technical education, (25) textbooks, (26) women's education, (27) general, (28) teaching methods and media, and (29) author index. (RL)

ED 074 848 FL 003 958
Wolter, Don
Sind Sie fit (Are You in Shape)? Calisthenics in German.

Minnesota State Dept. of Education, St. Paul.
Div. of Instruction.
Pub Date May 72

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Advanced Students, *Calisthenics, Educational Objectives, Exercise (Physiology), *German, *Instructional Materials, Language Skills, Listening Comprehension, Muscular Strength, Physical Fitness, *Secondary Schools, *Teaching Guides, Vocabulary Development

This packet of instructional materials, intended for intermediate and advanced German students, contains a student's section and a teacher's guide focusing on calisthenics. The student section contains three illustrated transcriptions of radio programs on calisthenics for early morning listeners of "Der bayrische Rundfunk" in West Germany. Learning objectives and a checklist for self-instruction are outlined. The teacher section in-

cludes a tape script for listening comprehension exercises, keys for worksheets, and a final test. (RL)

ED 074 849 FL 003 959
Jorstad, Helen

L'Humanite n'en Sortira pas...Vivante (Humanity Will Not Get Out Alive). French Ecology Packet: Resource Materials and Readings for French Classes at Advanced Levels.

Minnesota State Dept. of Education, St. Paul.
Div. of Instruction.

Pub Date Apr 72

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Advanced Students, Cultural Education, *Ecology, Educational Objectives, Environmental Education, *French, *Instructional Materials, Language Instruction, *Secondary Schools, *Teaching Guides, Waste Disposal
Identifiers—*France

This packet of instructional materials, intended for advanced French students, contains a guide for teachers as well as a section of student materials focusing on ecology in France. The teacher's guide outlines the educational objectives and course components, and provides sample evaluation materials. Students are required to read several articles and familiarize themselves with the ecological problems confronting France today. Vocabulary lists and exercises help the student develop his awareness of new concepts in this area. (RL)

ED 074 850 FL 003 970

Cudecki, Edwin

Report of a Three-Week Study Tour of the Federal Republic of Germany and Its Educational System.

Chicago Board of Education, Ill. Dept. of Curriculum.

Spons Agency—German Federal Foreign Office, Bonn (West Germany).

Pub Date Dec 71

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, Bilingual Education, English (Second Language), *German, Instructional Program Divisions, *International Education, *Language Instruction, *Modern Languages, School Surveys, *School Visitation, State Programs, Teacher Education
Identifiers—*West Germany

This report develops an overview of foreign language education in West German public schools. The information examined in the study includes: (1) program data and list of participants, (2) outline for study tour itinerary, (3) overview of the German school system, (4) the comprehensive school, (5) bilingual foreign language instruction, (6) German-as-a-second-language instruction, (7) the John F. Kennedy German-American Community School in West Berlin, (8) teacher inservice education, and (9) random observations. (RL)

ED 074 851 FL 003 971

Materiales en Marcha para el Esfuerzo Bilingue-Bicultural (Materials on the March for the Promotion of Bilingualism/Biculturalism).

November, 1972.

San Diego City Schools, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Pub Date Nov 72

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingualism, Cultural Awareness, English, *Instructional Television, Mexican Americans, Minority Groups, *Newsletters, Portuguese, *Reading Material Selection, Second Languages, Spanish, *Spanish Speaking

This newsletter seeks to promote the concept of bilingual-bicultural education. Among its articles are "Arguments Against Bilingual Education," "Portuguese Reading Materials on Parade," "A Spanish Omnibus," and "Carascolendas Makes Debut on Educational Television." There are announcements of the opening of a Portuguese materials resource center in Providence, Rhode Island, and speakers for the First International Multilingual-Multicultural International Conference in San Diego. A list of U.S. distributors of educational materials in Spanish and Portuguese is included. Articles appear in Spanish, English, and Portuguese. (SK)

ED 074 852

Ehrlich, Alan, Comp.

Tests in Spanish and Other Languages and Non-verbal Tests for Children in Bilingual Programs: An Annotated B.E.A.R.U. Bibliography. City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Pub Date Jan 73

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Bilingual Education, English, French, German, Group Tests, Individual Tests, Intelligence Tests, Language Proficiency, *Nonverbal Tests, *Spanish, Test Reviews, Tests, Test Selection, *Verbal Tests

Identifiers—*Project BEST

This bibliography contains an annotated listing of 21 verbal and nonverbal tests for children in bilingual programs. Included are tests of intelligence, general ability, and language proficiency. The languages covered are Spanish, English, French, and German. There is a brief description of each test, including information concerning its grade range and the time required for administration. Included are further sources of information on tests for bilingual programs. Attached is a prospectus announcing an analytical bibliography of language tests by Jean-Guy Savard and an article on the Educational Testing Service of San Juan, Puerto Rico. (SK)

ED 074 853

Gordon, Fannette, Comp.

Addresses of Embassies, Consulates, and Educational and Information Offices of Interest to Foreign Language Teachers.

ERIC Clearinghouse on Languages and Linguistics, New York, N.Y.; Pennsylvania State Dept. of Education, Harrisburg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Dissemination.

Pub Date 73

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cultural Education, Culture Contact, *Foreign Culture, Information Sources, International Education, *Language Instruction, *Modern Languages, *Resource Guides, *Resources, Second Languages

This list of embassies, consulates, and educational and information offices has been compiled for the benefit of teachers of the languages and cultures of peoples of other countries. Section 1 lists each country under the language which is the principal language or one of the official languages of that country. It also contains an alphabetical listing of embassies and consulates of countries where less commonly taught languages are spoken. Section 2 provides a list of additional sources of information on foreign languages and cultures, with annotations describing the specific services available from these organizations. (Author/RL)

ED 074 854

Clapper, William O., Ed.

Missouri Youth Speak Out: Results of the 1972 Statewide Essay Contest Sponsored and Conducted by the Foreign Language Association of Missouri.

Missouri State Dept. of Education, Jefferson City.

Pub Date Feb 73

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—French, German, *High School Students, *Language Programs, Latin, *Modern Languages, Spanish, *Student Attitudes, *Student Interests

Compiled in this pamphlet are 19 essays written by high school students in response to a statewide contest in Missouri which had the theme "Why the Study of (name of FL) is Important to Me." The essays represent students' attitudes toward Latin, German, French, and Spanish. (RL)

ED 074 855

Paquette, F. Andre Tollinger, Suzanne

A Handbook on the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students: Their Nature, Uses and Limitations. Modern Language Association of America, New York, N.Y.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

FL 004 029

Pub Date Jun 68
Contract—OEC-1-6-062619-1876
Note—177p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Achievement Tests, Advanced Students, Certification, Cognitive Tests, Evaluation Techniques, Language Instruction, *Language Proficiency, Language Teachers, *Language Tests, Measurement Instruments, *Modern Languages, National Competency Tests, Norm Referenced Tests, Objective Tests, Standardized Tests, Teacher Certification, *Teacher Qualifications, Test Construction, Verbal Tests

This handbook describes the nature, uses, and limitations of the Modern Language Association of America (MLA) language proficiency tests for teachers and advanced students. The proficiency tests are examined in seven areas of language teaching competence: listening comprehension, speaking, reading, writing, applied linguistics, civilization and culture, and professional preparation. Several articles examine the validity of the tests and discuss related research. The final section focuses on the potential and limitation of the tests. Appendixes contain information concerning the MLA teacher qualifications, test scores and NDEA Institute ratings, MLA Proficiency and MLA Cooperative Tests, Foreign Service Institute rating scale, comparative test scores of Institute and native speakers, and NDEA Institute norms for the MLA Proficiency Tests, 1961-67. (RL)

ED 074 856 FL 004 037

Ehrlich, Alan

Content Analysis Schedule for Bilingual Education Programs: Ukiah Indian, Mexican-American Bilingual-Bicultural Program.

City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Pub Date 14 Jan 72

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indian Languages, *American Indians, Biculturalism, *Bilingual Education, Cognitive Development, *Content Analysis, Curriculum Design, Educational Finance, Elementary Grades, English, Learning Theories, *Mexican Americans, Preschool Children, Program Costs, Program Evaluation, Self Esteem, Sociolinguistics, *Spanish, Student Grouping, Tutoring

Identifiers—California, *Project BEST, Ukiah

This content analysis schedule for the Ukiah Indian, Mexican-American Bilingual-Bicultural Program of Ukiah, California, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached are a description of the objectives of the instructional component, a discussion of the methods of second language teaching, and a list of materials. (SK)

ED 074 857 FL 004 059

Bennett, J. V. And Others

Research Report on Some Effects of an Experimental Language Development Program on the Performance of Aboriginal Children in Their First Year at School.

Queensland Dept. of Education, Brisbane (Australia).

Spons Agency—Bernard Van Leer Foundation, The Hague (Netherlands).

Pub Date Dec 72

Note—114p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Child Language, *Compensatory Education Programs, Early Childhood Education, *Educational Experiments, English, *Language Development, *Language Instruction, Language Skills, Linguistic Competence, Linguistic Performance, Nonstandard Dialects, Oral Communication, Pilot Projects, *Program Evaluation, Psycholinguistics, Reading Skills, Reports, Tables (Data), Testing, Vocabulary Development

Identifiers—*Australia

This evaluation report presents the details and results of an experimental, compensatory language program designed to improve the standard English language facility of young aboriginal children on the assumption that this would contribute to improvement in reading and other aspects of academic performance. The pilot program was administered during the second half of the children's first year of school. Chapters in the report describe the language competence and school achievement aspects of the testing program, psycholinguistic abilities of aboriginal school entrants, aspects of the oral language development of aboriginal school entrants, changes in psycholinguistic abilities and oral language development of aboriginal children after one year at school, and aspects of school achievement after one year at school. Tables provide statistical details on test results and comparisons between the experimental and control groups. (VM)

ED 074 858 48 FL 004 062

Huffman, Franklin E., Ed. Proum, Im, Ed.

Intermediate Cambodian Reader.

Yale Univ., New Haven, Conn.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-0-7757

Pub Date 72

Contract—OEC-0-70-4384

Note—502p.

Available from—Yale University Press, 149 York St., New Haven, Conn. 06511 (\$10.00)

Document Not Available from EDRS.

Descriptors—*Cambodian, College Language Programs, Folk Culture, *Language Instruction, Language Skills, *Reading Materials, *Reading Skills, *Textbooks, Writing Skills

This book is a sequel to the "Cambodian System of Writing and Beginning Reader." It is intended to serve as an intermediate reader to develop the student's ability to the point of reading Cambodian texts with the aid of a dictionary. Part One of the book consists of 37 readings, graded in length and difficulty, and selected to provide a wide range of style and content. The readings are unedited and are cited in their entirety. They include folktales, didactic essays on Cambodian culture, historical and descriptive essays on the major monuments of Angkor, and news stories and editorials. The entire modern novel, "Sophat," by Rim Kin is included. Part Two consists of a final alphabetical Cambodian-English glossary containing some 6,000 vocabulary items. For the beginning text of this series, see ED 037 706. (Author/RL)

ED 074 859 FL 004 103

Brault, Gerard J.

Ethnic Values and Language Learning.

Pennsylvania State Modern Language Association.

Pub Date 72

Note—4p.; Paper presented at the Fall 1971 conference of the Pennsylvania State Modern Language Association, St. Francis College, Loretto, Pa.

Journal Cit—Bulletin of the PSMAL; v51 n1 p12-15 F 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cultural Factors, Cultural Interrelationships, Cultural Pluralism, Ethnic Grouping, *Ethnic Groups, *Ethnic Stereotypes, *Ethnology, Native Speakers, Second Language Learning, Second Languages, *Sociocultural Patterns

Sociocultural implications of ethnicity are explored in this paper. Three main questions are discussed: (1) What is ethnic? (2) Who wants to be ethnic? and (3) Why be ethnic? The author notes that in 1960 the ethnic diversity of the U.S. population was such that some 185 foreign language newspapers, 1,660 radio programs broadcast in the foreign language, and 194 ethnic schools existed. (RL)

ED 074 860 FL 004 116

Taylor, C. V.

Modes of Transcription in Natural Languages.

Monash Univ., Clayton, Victoria (Australia).

Pub Date 70

Note—23p.; In Linguistic Communications, 2, 1970; Paper presented at the Australian Universities Literature and Language Association Congress (13th, Monash University, Clayton, Victoria, August 12-19, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Alphabets, Ambiguity, Arabic, Diacritical Marking, *Graphemes, Intonation, Language Patterns, Language Research, Linguistic Theory, Orthographic Symbols, *Phonemes, Phonemic Alphabets, Phonetic Transcription, Phonology, Punctuation, *Speech, Spelling, Syllables, Tone Languages, *Written Language

This paper seeks to define the relationship between speech and writing as two separate media within language, and suggests the use of the term translation to describe moving from one medium to another. Such a view acknowledges the independence of speech and writing, the possibility of translation in either direction, the possible untranslatability and ambiguity of some elements, and correspondence with patterns observed in translation between languages. After a discussion of the translation theory, the author describes translation systems used in natural languages throughout the world. These include simultaneous but discrete translation of phonological features, context-based transcription, phonology-based transcription, syllable-based transcription, transcription based on a fully syllabic script, transcription based on alphabetic syllabaries, and mixed transcription. Concluding remarks concern the work of linguists in devising transcription systems for various language problems. (VM)

ED 074 861 FL 004 117

Oliverius, Zdenek F. Slonek, Rae D.

Some Comments on the Verbs of Motion in Russian.

Monash Univ., Clayton, Victoria (Australia).

Pub Date 70

Note—22p.; In Linguistic Communications, 2, 1970; Paper presented at the Australian Universities Literature and Language Association Congress (13th, Monash University, Clayton, Victoria, August 12-19, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Criteria, Descriptive Linguistics, Diachronic Linguistics, Grammar, Language Research, Linguistic Theory, Literature Reviews, Morphemes, Morphology (Languages), *Russian, *Semantics, Synchronic Linguistics, Time, Traditional Grammar, *Typology, *Verbs

This paper raises the question of the relationship between Russian verbs of motion and verbal aspect, and presents a discussion concerning the typology of motion verbs with respect to aspect. After establishing terminology and presenting the corpus of verbs considered to be verbs of motion, the authors discuss the traditional criteria for categorizing such verbs and introduce their own formal and semantic criteria for typology. This is followed by a discussion of diachronic systems for interpreting verbal aspect in such verbs and establishing typologies. The authors then report on the synchronic description of the verbs of motion as treated in traditional grammars of Contemporary Standard Russian. In conclusion the authors explain the approach to the problem they consider to be of particular interest. (VM)

ED 074 862 FL 004 122

Lopez-Santiago, Andres Shore, Marietta Saravia

Content Analysis Schedule for Bilingual Education Programs: The Bilingual School, P.S. 25.

City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Pub Date 11 May 71

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Cognitive Development, *Content Analysis, Curriculum Design, Educational Finance, *Elementary School Students, *English, Kindergarten Children, Learning Theories, Negroes, Program Costs, Puerto Ricans, Self Esteem, Sociolinguistics, *Spanish, Student Grouping, Tutoring

Identifiers—Bronx, New York City, *Project BEST

This content analysis schedule for the Bilingual School of 811 East 149th St., Bronx, New York, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assess-

ment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include an article entitled "Para-Professionals: Their Role in ESOL and Bilingual Education" by Mr. Hernan LaFontaine, and a model for the implementation of the elementary school curriculum through bilingual education, also by Mr. LaFontaine. (SK)

ED 074 863 FL 004 129

Hess, Richard T. And Others

Content Analysis Schedule for Bilingual Education Programs: Albuquerque Public School Bicultural-Bilingual Program.

City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Pub Date Nov 71

Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Cognitive Development, *Content Analysis, Curriculum Design, *Educational Finance, Elementary Grades, English, Kindergarten Children, Learning Theories, *Mexican Americans, Program Costs, Program Evaluation, Self Esteem, Sociolinguistics, *Spanish, Student Grouping, Tutoring

Identifiers—Albuquerque, *Project BEST

This content analysis schedule for the Albuquerque (New Mexico) Public School Bicultural-Bilingual Program presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached to the report are a language dominance assessment, a report on staff development, a process evaluation, a list of techniques for second language teaching, and an evaluation report for the Coronado Project, 1970-71. (SK)

ED 074 864 FL 004 131

Ehrlich, Alan G.

Content Analysis Schedule for Bilingual Education Programs: Building Bilingual Bridges.

City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Pub Date 17 Jan 72

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, *Chinese Americans, Cognitive Development, *Content Analysis, Curriculum Design, Educational Finance, *Elementary School Students, English, Kindergarten Children, Learning Theories, Preschool Children, Program Costs, *Puerto Ricans, Self Esteem, Sociolinguistics, Spanish, Student Grouping, Tutoring

Identifiers—New York City, *Project BEST

This content analysis schedule for Building Bilingual Bridges of P.S. 2, New York, New York, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include information on classroom instruction, plans for the second year of operation, and community involvement. (SK)

ED 074 865 48 FL 004 138

Mitchell, Rowland L., Jr.

A Study of Language and Area Programs. Final Report.

Social Science Research Council, New York, N.Y.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0129

Pub Date Dec 72

Contract—OEC-0-8-000129-3542-014

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Area Studies, Colleges, Course Descriptions, *Language and Area Centers, *Language Instruction, Modern Languages, *National Surveys, *Universities

This report describes the nature and scope of a national survey of language and area programs in the United States of America in 1968-69. An analysis of the various programs or a typology of programs was developed by taking each of the characteristics of the overall program—its area and language courses, and its faculty—and cross-tabulating them with factors such as the university setting, size and location of the program, a general qualitative ranking reflected in the annual competition for funds and fellowships, and measures of effectiveness in terms of written product, output of students in various disciplines, at various levels, and with various degrees of language competence. Language or area courses were also treated separately from their institutional setting. Grouped by discipline, they were combined into a national sample to give a cross-sectional look at the nature of language and the area instruction available for various kinds of specialization. The area studies in the report are classified into seven categories: (1) Africa south of the Sahara, (2) East Asia, (3) Eastern Europe, (4) Latin America, (5) Near and Middle East, (6) South Asia, and (7) Southeast Asia. The report discusses the plan of the study and the collection of the data, the analysis of the data and distribution of the study, and future plans. The data on which the study is based are stored on magnetic tape at the University of Pennsylvania and at the Institute of International Studies at the Office of Education. (RL)

ED 074 866 48 FL 004 141

Liem, Nguyen Dang

Intermediate Vietnamese, Volume II.

Hawaii Univ., Honolulu.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date 71

Contract—OEC-0-70-1656

Note—186p.

Available from—Seton Hall University Press, Seton Hall University, Rm. 213 Humanities Bldg., South Orange, N.J. 07079 (\$5.00)

Document Not Available from EDRS.

Descriptors—*College Language Programs, Cultural Education, Dialogue, Grammar, *Instructional Materials, *Language Instruction, Language Skills, Modern Languages, Reading Materials, *Textbooks, Uncommonly Taught Languages, *Vietnamese, Vocabulary

This text, the second of a two-volume series for use in an intermediate course in Vietnamese, contains 36 lessons of instructional materials. The course is intended for students in their third year of study. Each lesson includes a reading text, a vocabulary list, a student comprehension test, a dialogue, grammar notes, and cultural notes. A glossary is provided. For the companion document see FL 004 142. (RL)

ED 074 867 48 FL 004 142

Liem, Nguyen Dang

Intermediate Vietnamese, Volume I.

Hawaii Univ., Honolulu.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date 71

Contract—OEC-0-70-1656

Note—268p.

Available from—Seton Hall University Press, Seton Hall University, Rm. 213 Humanities Bldg., South Orange, N.J. 07079 (\$7.00)

Document Not Available from EDRS.

Descriptors—*College Language Programs, Cultural Education, Dialogue, Grammar, *Instructional Materials, *Language Instruction, Language Skills, Modern Languages, Reading Materials, *Textbooks, Uncommonly Taught Languages, *Vietnamese, Vocabulary

This text, the first of a two-volume series for use in an intermediate course in Vietnamese, contains 49 lessons of instructional materials. The course is intended for students in their third year of study. Each lesson includes a reading text, a vocabulary list, a student comprehension test, a dialogue, grammar notes, and cultural notes. A glossary is provided. For the companion document see FL 004 141. (RL)

ED 074 868 FL 004 167

Andersson, Theodore

Bilingual Education and Early Childhood.

Pub Date Apr 73

Note—45p.; Paper presented at the First Annual International Multilingual, Multicultural Conference, San Diego, California, April 2-5, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Community Involvement, *Early Childhood, *Early Experience, Learning Readiness, Learning Theories, *Preschool Learning, *Program Design, Program Evaluation, Program Improvement

Part 1 of this paper considers conventional bilingual-bicultural programs, observing that there is still much need for improvement. According to the author, successful programs require adequate societal information; a clear understanding between school, home, and community; a satisfactory statement of basic program philosophy, rationale, goals, and objectives; a sound program design; provision for research; and a clear description and evaluation of the program at each stage for the benefit of other interested communities. Part 2 explores the field of early childhood, especially ages two to five, and finds implications for innovative bilingual-bicultural education. The paper points to evidence that in these early years children have a great though often untapped potential for learning in such areas as language, culture, art, music, literature, numbers, nature study, and human relations. It concludes that the best way to achieve a significant new advance in bilingual-bicultural education is to take full advantage of the prodigious learning potential of children between birth and age five. (Author/SK)

ED 074 869 32 FL 004 211

A Title I ESEA Case Study: Spanish English Developmental Program, Buffalo, New York.

Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

Report No—OE-72-136

Pub Date 72

Note—34p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1780-1005, \$0.35)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, *Developmental Programs, *English, Ethnic Groups, Ethnic Studies, Evaluation, Minority Groups, *Program Descriptions, Puerto Ricans, *Spanish, Spanish Speaking

Identifiers—Buffalo

This pamphlet describes the Spanish English Developmental Program, one component of Buffalo's overall Title I program. Begun in January, 1970, with funds from New York's Urban Education Act, the program seeks to provide bilingual instruction for nearly 1,600 students of Spanish origin. In August 1970, Title I ESEA funds were allocated to cover the cost of the program, and the children involved received other Title I services as well. All staff members, including 112 teachers, 33 aides, a social worker, and a guidance counselor, are fluent in both English and Spanish. An orientation course in Puerto Rican culture and history is offered at all Title I schools by a floating teacher/aide team. The school system plans to implement a full-year course in Puerto Rican culture and history at the secondary level. The pamphlet contains information on planning, managing, and implementing the program. Also included are data concerning the budget, evaluation, and future plans. (Author/SK)

ED 074 870 FL 004 215

Nafus, Charles

Content Analysis Schedule for Bilingual Education Programs: Region XIII Bilingual Education.

City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Pub Date 31 Mar 72

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Cognitive Development, *Content Analysis, *Curriculum Design, Educational Finance, *Elementary School Students, English, Learning Theories, *Mexican Americans, Program Costs, Self Esteem, Sociolinguistics, Spanish, Student Grouping, Tutoring

Identifiers—Austin, *Project BEST

This content analysis schedule for the Region XIII Bilingual Education Program of Austin, Texas, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include information on staff development, general objectives, self esteem, and parental involvement. (SK)

ED 074 871 FL 004 216

La Noue, Joan Shore, Marietta Saravia

Content Analysis Schedule for Bilingual Education Programs: Bilingual Education Project for Navajo.

City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Pub Date 24 Apr 72

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Cognitive Development, *Content Analysis, *Curriculum Design, Educational Finance, *Elementary School Students, English, Kindergarten Children, Learning Theories, *Navaho, Program Costs, Self Esteem, Sociolinguistics, Student Grouping, Tutoring

Identifiers—Monticello, *Project BEST, Utah

This content analysis schedule for the Bilingual Education Project for Navajo of Monticello, Utah, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include information on staff development, cross cultural awareness, and a parents' language usage survey. (SK)

ED 074 872 FL 004 217

Hess, Richard T.

Content Analysis Schedule for Bilingual Education Programs: Bilingual Elementary Education Program.

City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Pub Date 30 Jun 71

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Cognitive Development, *Content Analysis, *Curriculum Design, Educational Finance, *Elementary School Students, English, Instructional Materials, Kindergarten Children, Learning Theories, *Mexican Americans, Preschool Children, Program Costs, Self Esteem, Sociolinguistics, Spanish, Student Grouping, Tutoring

Identifiers—Lubbock, *Project BEST, Texas

This content analysis schedule for the Lubbock Independent School Program of Lubbock, Texas, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Infor-

mation is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include information on instructional materials and resources for materials. (SK)

ED 074 873 FL 004 218

Lavine, Linda

Content Analysis Schedule for Bilingual Education Programs: Bilingualism in an Open School Education Program.

City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Pub Date Aug 72

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Instruction, Biculturalism, *Bilingual Education, Bilingualism, Cognitive Development, *Content Analysis, *Curriculum Design, Educational Finance, *Elementary School Students, English, *French, Learning Theories, Open Plan Schools, Program Costs, Self Esteem, Sociolinguistics, Student Grouping, Tutoring

Identifiers—Franco Americans, New Hampshire, *Project BEST, Wilton

This content analysis schedule for Bilingualism in an Open School Education Program of Wilton, New Hampshire, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include a discussion of the open classroom approach, a discussion of the audio-lingual approach, and a presentation of a dissemination-implementation-of-change model. (SK)

ED 074 874 FL 004 219

Hess, Richard T. Shore, Marietta Saravia

Content Analysis Schedule for Bilingual Education Programs: Compton Elementary Bilingual Education Plan.

City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Pub Date Jun 72

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Cognitive Development, *Content Analysis, *Curriculum Design, Educational Finance, *Elementary School Students, English, Kindergarten Children, Learning Theories, *Mexican Americans, Program Costs, Self Esteem, Sociolinguistics, Spanish, Spanish Speaking, Student Grouping, Tutoring

Identifiers—California, Compton, *Project BEST

This content analysis schedule for the Compton Elementary Bilingual Education Plan of Compton, California, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include information on time distribution, classroom environment, sequence for dominant and second language skills, and children's books in Spanish. (SK)

ED 074 875

FL 004 220

La Noue, Joan

Content Analysis Schedule for Bilingual Education Programs: Las Cruces Elementary School Bilingual Project.

City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Pub Date 30 Jun 71

Note—81p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Cognitive Development, *Content Analysis, *Curriculum Design, Educational Finance, *Elementary School Students, English, Instructional Materials, Kindergarten Children, Learning Theories, *Mexican Americans, Preschool Children, Program Costs, Self Esteem, Sociolinguistics, Spanish, Student Grouping, Tutoring

Identifiers—Las Cruces, *Project BEST

This content analysis schedule for the Elementary School Bilingual Project of Las Cruces, New Mexico, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include a parent questionnaire, a description of training for paraprofessionals, and samples of instructional materials developed by the program. (SK)

ED 074 876 FL 004 221

Hess, Richard T.

Content Analysis Schedule for Bilingual Education Programs: The Lorain City Bilingual Education Program.

City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Pub Date 10 Jun 72

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Cognitive Development, *Content Analysis, *Curriculum Design, Educational Finance, *English, Instructional Materials, Learning Theories, Mexican Americans, Preschool Children, Program Costs, Puerto Ricans, Schedule Modules, Self Esteem, Sociolinguistics, *Spanish, Student Grouping, Tutoring

Identifiers—Lorain, Ohio, *Project BEST

This content analysis schedule for the Lorain City (Ohio) Bilingual Education Program presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include detailed time schedules for kindergarten through second grade for English-dominant and Spanish-dominant bilingual students, and a list of instructional materials. (SK)

ED 074 877 FL 004 222

Glick, Toby

Content Analysis Schedule for Bilingual Education Programs: Pomona Bilingual Leadership Program.

City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Pub Date 2 Jul 71

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Cognitive Development, *Content Analysis, *Curriculum Design, Educational Finance, English, *Junior High School Students, Learning Theories, *Mexican Americans, Program Costs, Self Esteem, Sociolinguistics, Spanish, Student Grouping, Tutoring Identifiers—California, Pomona, *Project BEST

This content analysis schedule for the Pomona Bilingual Leadership Program of Pomona, California, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include information on staff development procedures, program design, operational procedures, community involvement, and advisory committee functions. (SK)

ED 074 878 FL 004 223
Ludanyi, R. P.

Content Analysis Schedule for Bilingual Education Programs: The North Country Bilingual Project.

City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
Pub Date Mar 72
Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Cognitive Development, *Content Analysis, *Curriculum Design, Educational Finance, Elementary School Students, English, *French, Junior High School Students, Learning Theories, Program Costs, Self Esteem, Sociolinguistics, Student Grouping, Tutoring Identifiers—Derby, *Project BEST, Vermont

This content analysis schedule for the North Country Bilingual Project of Derby, Vermont, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include information on staff selection, staff development, and the bicultural component. (SK)

ED 074 879 FL 004 224

Zajic, Vlad Shore, Marietta Saravia
Content Analysis Schedule for Bilingual Education Programs: Colorado City Center to Aid Bilingual Education.

City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
Pub Date Jul 72
Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Cognitive Development, *Content Analysis, *Curriculum Design, Educational Finance, *Elementary School Students, English, Kindergarten Children, Learning Theories, *Mexican Americans, Preschool Children, Program Costs, Self Esteem, Sociolinguistics, Spanish, Student Grouping, Tutoring Identifiers—Colorado City, *Project BEST

This content analysis schedule for the Colorado City Center to Aid Bilingual Education presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the

bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include additional information on suggested instructional materials and community and parent involvement. (SK)

ED 074 880 FL 004 225

Ehrlich, Roselin Shore, Marietta Saravia
Content Analysis Schedule for Bilingual Education Programs: Del Valle Bilingual Education Program.

City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
Pub Date Jun 72
Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Cognitive Development, *Content Analysis, Curriculum Design, Educational Finance, *Elementary School Students, English, *Junior High School Students, Learning Theories, *Mexican Americans, Program Costs, Self Esteem, Sociolinguistics, Spanish, Spanish Speaking, Student Grouping, Tutoring Identifiers—Del Valle, *Project BEST, Texas

This content analysis schedule for the Del Valle Bilingual Education Program of Del Valle, Texas, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. An insert includes information on instructional materials. (SK)

ED 074 881 FL 004 226

Hess, Richard T. Shore, Marietta Saravia
Content Analysis Schedule for Bilingual Education Programs: Bilingual Education in a Consortium.

City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
Pub Date Mar 72
Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Cognitive Development, *Content Analysis, *Curriculum Design, Educational Finance, *Elementary School Students, English, *Junior High School Students, Kindergarten Children, Learning Theories, Program Costs, Puerto Ricans, Self Esteem, Sociolinguistics, Spanish, Student Grouping, Tutoring Identifiers—Lakewood, New Jersey, *Project BEST

This content analysis schedule for the City of Lakewood School District of Lakewood, New Jersey, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include information on staff development, scheduling, and instructional materials. (SK)

ED 074 882 FL 004 227

Hess, Richard T.
Content Analysis Schedule for Bilingual Education Programs: Adaptations of Bilingual Education.

City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
Pub Date Mar 72
Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Cognitive Development, *Content Analysis, *Curriculum Design, Educational Finance, English, *Junior High School Students, Learning Theories, *Mexican Americans, Program Costs, Self Esteem, Sociolinguistics, Spanish, Student Grouping, Tutoring Identifiers—California, Orange, *Project BEST

This content analysis schedule for Adaptations of Bilingual Education of Orange, California, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include information on personnel, student ability levels, and counseling. (SK)

HE

ED 074 883 HE 003 449

Ziemer, Gordon And Others
Cost Finding Principles and Procedures. Preliminary Field Review Edition. Technical Report 26.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 71

Contract—OEC-0-8-980708-4533(010)

Note—308p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Budgeting, *Cost Effectiveness, Costs, *Educational Economics, Educational Finance, Evaluation Methods, *Higher Education, *Resource Allocations

This report is part of the Larger Cost Finding Principles Project designed to develop a uniform set of standards, definitions, and alternative procedures that will use accounting and statistical data to find the full cost of resources utilized in the process of producing institutional outputs. This technical report describes preliminary procedures for identifying, measuring, distributing and allocating costs, and for determining the cost of various types of outputs (i.e., projects, courses, student credit hours, etc.). Included are discussions of the distribution of cost categories to the cost centers, and allocation of the costs of the support cost centers to the primary cost centers. (Author/CS)

ED 074 884 HE 003 682

Woodhall, Maureen
Financing Students in Higher Education: Educational, Social and Economic Implications of Alternative Methods of Finance.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
Report No.—IIEP-TM-42-69
Pub Date [69]

Note—13p; Paper in The Fundamentals of Educational Planning: Lecture-Discussion Series

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, *Educational Planning, Financial Support, *Higher Education, Public Support, *Scholarship Loans, Student Costs, *Student Loan Programs

This lecture is part of "Fundamentals of Educational Planning: Lecture-Discussion Series," a controlled experiment aiming at the development of efficient teaching materials in the field of educational planning. The author discusses (1) the justification for public subsidy of higher education; (2) methods of subsidizing students; (3) the objective of student aid programs; (4) grants versus loans for students; and (5) the evaluation of systems of student aid. In addition, reading materials are suggested for those who wish to pursue the topic further. (HS)

ED 074 885

HE 003 685

Onushkin, V.

Some Problems in the Planning of Higher Education in the USSR.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IEP-TM-39-69

Pub Date [69]

Note—23p.; A lecture from "Fundamentals of Educational Planning; Lecture-Discussion Series"

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Opportunities, Educational Planning, Equal Education, *Higher Education, *International Education, *Open Enrollment, *Universal Education

Identifiers—Russia, *Soviet Union

Since 1917, the higher education system in the Soviet Union has been developing as a completely democratized system. All citizens have equal rights to education, and secondary and higher education are accessible to all citizens of the Soviet Union regardless of property, social status, nationality, sex, religion, or political convictions. Such democratization of education leads inevitably to certain problems, especially the problem of space and funds for quality education for all who might desire a higher education. Thus, careful planning is needed to anticipate the numbers of students who will wish to enroll in the higher education institutions of the Soviet Union. This document presents some guidelines and principles of educational planning as are used in Russia, and a description of the types of institutions that are now in existence and their various functions both in terms of serving students and in terms of research. (HS)

ED 074 886

HE 003 829

Ruffel, Norma K.

The Women's Movement and Its Impact on Higher Education.

Women's Equity Action League, Washington, D.C.

Pub Date Jan 73

Note—15p.; Speech presented at the annual meeting of the Association of American Colleges San Francisco, January 14-16, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Equal Education, Equal Opportunities (Jobs), Females, *Feminism, *Higher Education, *Sex Discrimination, *Speeches, Women Professors, Womens Education, Working Women

The movement for equality of women is by no means something new in the United States, but the changing life-patterns of women in the work world, the recent legal basis for equal opportunity, and the modification of sex roles and aspirations due to elimination of bias in elementary and secondary schools are causing important changes in society that are reflected increasingly in higher education. Such features as enrollment on a part-time basis, flexible course hours, short term courses, counseling seminars for adults, financial aid for part-time study, more flexible residence requirements removal of age restrictions, liberal transfer of course credits, curriculum geared to adult experiences, credit by examination, refresher courses, reorientation courses, child care facilities, relaxation of time requirements for degrees and job placement assistance for non-traditional professions particularly benefit women. Some of these features are incorporated into most colleges and universities, but they must be expanded as the needs of women become of equal importance to those of men in planning programs. Change is often a threatening, sometimes painful process, but if approached in a constructive manner, the modification caused by the women's movement will be advantageous to women, men and higher education. (Author/HS)

ED 074 887

HE 003 831

Dent, Richard A. And Others

Student Financing of Higher Education in Washington: An Analysis of the Resources Used by Students in Paying for Their College Education.

College Entrance Examination Board, Palo Alto, Calif.

Pub Date Aug 72

Note—230p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—College Students, Educational Economics, *Educational Finance, *Financial

Support, *Higher Education, *Income, *Student Costs, Tuition

Identifiers—*Washington

Presented in this document are the results of a study that had as its purpose to discover the means that college students in Washington State use in financing their educations. Findings include: (1) almost 50% of the students reported 1971 parental income of between \$9,000 and \$18,000; (2) over 50% of the students work during the school year with the average hours of employment falling between 15 and 20 hours per week; (3) students' earnings are the primary source of money to pay for their educations; (4) 25% of the students reported borrowing money at some time during their academic careers; (5) over 50% of the respondents considered themselves primarily self-supporting; (6) under 20% of the survey population described themselves as recipients of student financial aid; and (7) veterans comprise 16.9% of the total survey population. Other chapters deal with the cost of going to college, the resources available to pay off college, parental contributions, distribution of student aid, projecting student needs, and the Federally Insured Student Loan Program in Washington. (HS)

ED 074 888

HE 003 833

Tinto, Vincent

The Effect of College Proximity on Rates of College Attendance.

Pub Date 29 May 72

Note—39p.

Available from—Columbia University, Teachers College, New York, New York

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*College Bound Students, *College Environment, Colleges, *Educational Opportunities, *Geographic Location, *Higher Education

The present study attempts to determine the effect of geographic accessibility of a college on the proportion of high school graduates continuing their education beyond school. Specifically, the study asks not only if communities possessing a college send larger proportions of their high school graduates to college than do communities lacking a local college, but also whether these proportions are differentially affected by different kinds of local postsecondary institutions. Since attention is focused on the variant behavior of different types of individuals as defined by sex, ability, and socio-economic background, college accessibility as defined here is not merely an ecological variable but is considered to be a distribution of educational opportunity over socio-economic space. Findings are presented in this document. (Author/HS)

ED 074 889

HE 003 835

Farine, Avigdor

Demographic and Social Accounting: A Follow-Up on the Withdrawals from Quebec Colleges.

Pub Date Feb 73

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, February 25-March 1, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, Dropout Attitudes, *Dropout Research, *Dropouts, *Higher Education, *Questionnaires

This paper analyzes (1) the reasons for not attending school given by dropouts from community colleges; (2) the situation of college graduates and the degree of their satisfaction compared with that of dropouts; and (3) the profile of the college dropout. Self-administered questionnaires were sent to college students who failed to register in September 1971. Subjects surveyed include those high school graduates who had indicated that they would be attending college in the fall as well as those who failed to return to college. It was found that students drop out of college for academic, sociological, psychological and financial reasons. (Author/HS)

ED 074 890

HE 003 846

Prologue to the Women Studies Program, University of Pittsburgh.

Pittsburgh Univ., Pa. Advisory Council on Women's Opportunities.

Pub Date [72]

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, *Feminism, *Higher Education, *Womens Education, *Womens Studies

This document presents recommendations for a Women's Studies Program at the University of Pittsburgh. Included is an argument for the establishment of such a program, as well as course outlines and reading materials that would be required in the field of women's studies. The program is designed to be an interdisciplinary cooperative effort among the departments rather than an isolated department unto itself. Although no major is presently available in women's studies as such, one can graduate with a self-designed major in Women's Studies. (HS)

ED 074 891

HE 003 850

Summary of Proceedings of the Annual Meeting of the Association of Urban Universities (57th, Chicago, Illinois, November 7-8, 1971). Forty-Eighth Report.

Association of Urban Universities.

Pub Date 71

Note—98p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Budgeting, *Conference Reports, Educational Finance, Educational Philosophy, *Federal Legislation, *Higher Education, *Urban Universities

Identifiers—*Association of Urban Universities

Presented in the present document is a report of the 1971 annual meeting of Association of Urban Universities. In addition to reports of various committees of the Association, a history of the Association is presented and addresses by Dr. David Brown of Miami University (Ohio) and Peter B. Muirhead of the Office of Education. Brown's talk addresses the problems of budgeting in urban universities, including questions of why cut budgets in universities at all, how to instigate such cuts, and how to identify the more and less important priorities in an institution. Muirhead's speech, on the other hand, presents a report and analysis of the current legislation and of the critical issues that face higher education as a result of the legislative program in the Congress. (HS)

ED 074 892

HE 003 851

Coward, Billy F. Briggs, F. Allen

A Brief History of Texas A & I University at Laredo (First "Upper-Level" College in Texas).

Texas A and I Univ., Laredo.

Pub Date [73]

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Involvement, *Higher Education, Historical Reviews, *Institutional Role, Program Descriptions, *Program Planning, University Administration, *Upper Division Colleges

Identifiers—Laredo, *Texas A and I University

This document presents a brief history of Texas A&I University at Laredo. Following introductory material, the report encompasses community involvement; a review of the planning year including the 1970-71 academic year, the 1971-72 academic year and a summary of institutional priorities, and the 1972-73 academic year with emphasis placed on the items of university concern as ranked by the faculty 1972-73. (MJM)

ED 074 893

HE 003 852

Higher Education Guidelines for Executive Order 11246.

Office for Civil Rights (DHEW), Washington, D.C.

Pub Date Oct 72

Note—101p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Civil Rights, *Equal Opportunities (Jobs), *Federal Aid, Federal Legislation, *Higher Education, Racial Discrimination, Sex Discrimination, *Teacher Welfare

This document presents and explains Executive Order 11246, the order prohibiting discrimination under federal contracts in colleges and universities. Part one of the document describes the legal provisions of the order; part two deals with personnel policies and practices including recruitment, hiring, anti-nepotism policies, training, promotion, termination, fringe benefits, child care, and grievance procedures; and part three offers suggestions for the development of affirmative action programs on college and university campuses. (HS)

ED 074 894

HE 003 853

Glick, Lester J., Ed.

Undergraduate Social Work Education for Practice: A Report on Curriculum Content and Issues.

Syracuse Univ., N.Y. School of Social Work.

Spons Agency—Veterans Administration, Washington, D.C.

Pub Date [71]

Note—319p.; Volume 1

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 5100-0050, \$1.25)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Curriculum Development, *Higher Education, *Social Work, *Social Workers, *Undergraduate Study

This publication is a report of the findings of four task forces that addressed a number of the currently unanswered questions in undergraduate social work education. The project was conceived out of the conviction that if in the future students are to enter practice immediately following receipt of the baccalaureate degree, the curriculum for such students should explicitly prepare them for practice in addition to providing a general education consistent with emerging patterns of liberal arts education. Since professional curricula should logically start with a clear description of the role performance expected of the practitioner, the first phase of the project consisted of an attempt to find answers to the questions (1) What can a baccalaureate worker do well in a social work agency? and (2) What are the typical assignments given to baccalaureate workers? (Author/HS)

ED 074 895

HE 003 854

Bottomley, Anthony Dunworth, John

Rates of Return on University Education With Economies of Scale.

Bradford Univ. (England).

Pub Date [72]

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cost Effectiveness, *Educational Benefits, Educational Planning, *Higher Education, *International Education

Identifiers—*Great Britain

The authors of the present document had as their purpose to determine somewhat the worth of a college education. In order to do this, they show (1) how much a university education costs; (2) what the rates of return on this cost are and who the beneficiary of these returns is; (3) how costs might be reduced with expanded enrollment; and (4) how rates of return on investment in university education would be thus increased. The discussion supports and promotes the theory that university education in Great Britain should be expanded. (Author/HS)

ED 074 896

HE 003 855

Brown, Robert D.

An Open University for the Midlands: Why and For Whom?

Nebraska Univ., Lincoln.

Pub Date 26 Feb 73

Note—19p.; Paper presented at the American Educational Research Association, New Orleans, February 26, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*External Degree Programs, *Higher Education, *Open Education, *Student Characteristics, Student Interests, *Student Needs

This study was designed to determine the characteristics of potential students for a multimedia off-campus approach to college education. The Nebraska program is modeled after England's Open University. Key questions focus on unique student characteristics and needs which would influence course development. Responses from 4,000 adults and high school students were screened to develop a pool of "likely" clientele. This group proved to be significantly different from an uninterested group, but quite heterogeneous in age, education, and interests. These results indicate that planners must attend to individual differences much greater than those encountered in typical on-campus settings. (Author)

ED 074 897

HE 003 857

Columbia University Affirmative Action Program (Condensed Version).

Columbia Univ., New York, N.Y.

Pub Date Dec 72

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Civil Liberties, *Equal Opportunities (Jobs), *Equal Protection, *Higher Education, *Program Descriptions, Racial Discrimination, Sex Discrimination

Columbia University's equal employment opportunity policy is reviewed in relation to officers of instruction and research, officers of administration and support staff, and procedures and programs. Part I reaffirms the policy, indicates dissemination of the policy and reviews the responsibility for implementation of the policy. The officers of instruction and research section covers Columbia's profile, goals, and procedures. Utilization analysis, salary analysis, and goals are reviewed in Part III. Procedures and policies and university programs supportive of equal opportunity are indicated in Part IV. Appendixes of related material and tables are included. (MJM)

ED 074 898

HE 003 860

McKnight, Philip C., Comp. Paskal, Mark A., Comp.

On the Improvement of Instruction in Higher Education: A Bibliography.

Kansas Univ., Lawrence.

Spons Agency—Danforth Foundation, St. Louis, Mo.

Pub Date [73]

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *College Faculty, Educational Improvement, Educational Quality, *Higher Education, *Professors, *Teacher Improvement, Teaching Quality

This bibliography was compiled with the purpose of acquainting those interested in the improvement of teaching in higher education with various relevant sources. The bibliography is divided into four sections. The first section is concerned with sources relevant to instruction at all levels and thus lists publications dealing with theory and research, particularly in psychology and sociology. The second section is oriented to higher education and includes sources on faculty, students, and on the future of higher education. The third section deals with instruction per se in higher education and included sources related to classroom instruction, student evaluation of teaching, and the use of media and innovative curricula. The final section of the bibliography offers a representative selection of other sources related to teaching. (Author/HS)

ED 074 899

HE 003 864

Roger Williams College University Without Walls Urban Studies Center.

Roger Williams Coll., Bristol, R.I.

Pub Date Oct 72

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—City Problems, *Educational Innovation, *External Degree Programs, *Higher Education, Student Developed Materials, *Urban Education, *Urban Studies

Roger Williams College is one of 20 colleges and universities engaged in a new cooperative educational venture that offers an alternative approach to obtaining a college degree. The program, called the University Without Walls (UWW), is designed to provide mature students with new learning opportunities in higher education outside of the traditional educational mainstream. One of the proposed offerings at Roger Williams is an Urban Studies Program that will attempt to integrate classroom work with field experiences and research assistantships. The structure of the Urban Studies Program will differ from the main body in that the organizational focus will revolve around a small cluster of faculty and students who will design and develop the curriculum. The staff of the UWW believes that the Urban Studies Program, built upon the student-facilitator cluster, will be a positive addition to the organization and philosophy of the open university. (Author/HS)

ED 074 900

HE 003 866

Fox, Greer Litton

Student Careers of Graduate Student Women in Sociology at an Elite Department.

Pub Date 67

Note—107p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Females, *Graduate Students, *Graduate Study, *Higher Education, Persistence, *Sociology, Student Characteristics, *Womens Education

This investigation examines the student careers of 25 women who were enrolled as graduate students in sociology at the University of Michigan during 1967. Specifically, the study suggests that for those women with focused involvement and peripheral sex role orientation, the likely career pattern is continuation until Ph.D. completion and the most relevant variable set in decisions is academic experience. For those with divertible involvement and peripheral sex role orientation, the career pattern is likely to be early termination or termination upon MA or ABD achievement and the most relevant variable is achievement motivation. For those women students with divertible involvement and central sex role orientation, the career pattern is variable and the most relevant variable set in decisions is female role considerations. In sum, the study uncovers the ways in which sets of determining variables act over time upon various types of women to produce a series of decisions which, in the aggregate, define the careers of graduate student women. (Author/HS)

ED 074 901

HE 003 867

White, Barbara Ehrlich White, Leon S.

Women's Caucus of the College Art Association Survey of the Status of Women in 164 Art Departments in Accredited Institutions of Higher Education.

College Art Association of America, New York, N.Y.

Pub Date Jan 73

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Art, *Art Education, Degrees (Titles), *Feminism, *Higher Education, *Sex Discrimination, Statistical Data, *Women Professors, Womens Education

This document presents statistical data on the status of women in full-time teaching positions in 164 college and university art departments. This status can best be summarized by the relationship, "the higher, the fewer." The percentage of women at various faculty ranks decreases steadily from instructor to full professor. Necessarily, the opposite is true for men. The data do not provide an answer to why "the higher, the fewer" relationship holds so pervasively. However, they do indicate that in those departments that have Ph.D.'s on their faculties, the percentage of women with Ph.D.'s exceeds the percentage of men by almost 25%. Hence, although women are concentrated at the lower ranks, they may be more highly trained on the average than their male colleagues. (Author/HS)

ED 074 902

HE 003 869

Fiscal Support and Resource Allocation. A Discussion Paper for the Master Plan for Higher Education in Connecticut.

Connecticut Commission for Higher Education, Hartford.

Pub Date Feb 73

Note—104p.; Resource group 8 report, document no. 16

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Economics, *Educational Finance, Educational Planning, Financial Support, *Higher Education, *Master Plans, *Statewide Planning

This document presents the findings of the resource group in charge of finance for the master plan for higher education in the state of Connecticut. Specific areas addressed by the group are (1) expenditures for current operations, (2) revenue for current operations, (3) capital budgets, (4) budgetary procedures and expenditure controls, and (5) the independent institutions. (HS)

ED 074 903

HE 003 870

Special Needs of Minorities in Higher Education and Methods of Meeting Needs. A Discussion Paper for the Master Plan for Higher Education in Connecticut.

Connecticut Commission for Higher Education, Hartford.

Pub Date Feb 73

Note—94p.; Resource group 7 report, document no. 15

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Equality, Educational Opportunities, Educational Planning, Equal Education, *Higher Education, *Master Plans, *Minority Groups, *Negro Education, *Statewide Planning

This document presents the findings of the resource group in charge of the special needs of minority students in higher education for the master plan for higher education in the state of Connecticut. Specific areas addressed by the group include (1) equal access to higher education for minorities in Connecticut; (2) equal opportunity and the professional staff; (3) the credibility gap and the Commission for Higher Education; (4) minority representation on governing boards; (5) changes in admissions policies for minority students; and (6) minority representation in supportive services. (HS)

ED 074 904

HE 003 871

Transfer of Students Between Institutions and Programs. A Discussion Paper for the Master Plan for Higher Education in Connecticut.

Connecticut Commission for Higher Education, Hartford.

Pub Date Feb 73

Note—52p.; Resource group 6 report, document no. 14

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, *Higher Education, *Master Plans, *Statewide Planning, *Transfer Policy, *Transfer Students

This document presents a report of the resource group on a transfer of students among institutions and programs for the master plan of higher education in the state of Connecticut. The group attempts to isolate a category of transfer problems, those involving graduates from transfer curricula at regional community colleges, and to demonstrate that the transfer process in the selected category can be eased substantially. The recommendations are aimed specifically at removing the current barriers that impede smooth transition from a transfer curriculum at a community college to a baccalaureate program at a 4-year institution. The recommendations cover such basic problems as the assignment of credit earned in courses, admission priorities, and the quality of student services. (HS)

ED 074 905

HE 003 872

Excerpts from the Findings and Recommendations of Eight Resource Groups. A Report to the Management/Policy Group of the Commission for Higher Education.

Connecticut Commission for Higher Education, Hartford.

Pub Date Feb 73

Note—71p.; Document no. 8

Available from—Master Plan Staff Associates, P.O. Box 1320, Hartford, Connecticut 06101 (no price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Planning, *Higher Education, *Management Information Systems, *Master Plans, *Statewide Planning

This document presents findings and recommendations prepared by 8 resource groups for consideration by the Commission for Higher Education as it develops a master plan for higher education in the state of Connecticut. The resource groups are categorized under the areas of (1) goals, (2) enrollment, (3) facilities, (4) programs, (5) improvement of opportunity, (6) transfer, (7) equal opportunity, and (8) finance. In addition to a summary of the findings of the resource groups, an outline of activities for the development of the master plan is included as well as a proposal for a management information system in the state. (HS)

ED 074 906

HE 003 873

Collective Bargaining; Professional Negotiations.

Washington State Legislature, Olympia. Joint Committee on Higher Education.

Pub Date Jan 73

Note—83p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Collective Bargaining, *Collective Negotiation, College Faculty, *Higher Education, *Professors, *State Legislation

The Joint Committee on Higher Education had as its mandate in this particular instance to reconcile the differences of procedures and rights relating to professional negotiations or collective bargaining between faculties of the various institutions of higher education within the state of Washington, and to conclude the study of the Professional Negotiations Act for community colleges. Thus, the Joint Committee recommends that: (1) the boards of regents and trustees of state universities and colleges may in the exercise

of their discretion adopt rules to authorize and govern collective bargaining between such state colleges and universities and their faculties after being requested to do so by a majority of members of their respective faculties; (2) the Community College Professional Negotiations Act should be amended by procedural changes to increase its workability; and (3) the decision to implement a state-wide salary schedule for community colleges should be deferred until the legislature makes a determination on the continued operations of the community college system under the Professional Negotiations Act. (Author/HS)

ED 074 907

HE 003 875

The Catholic University in the Modern World.

National Catholic Educational Association, Washington, D.C.

Pub Date Mar 73

Note—10p.

Journal Cit—College Newsletter; v35 n3 p1-10 Mar 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Policy, *Catholic Schools, Church Related Colleges, *Church Role, Educational Change, Governance, *Higher Education, *Interinstitutional Cooperation

Following an explanatory statement on the history and nature of this document, the complete text concerning the role of a Catholic university in the modern world is presented. The first section discusses the nature of a Catholic university, emphasizing the essential characteristics, objectives, and the various kinds of Catholic universities. The second section reviews the government of the university including internal government, autonomy, and planning. Academic activities, the university community, and its contribution to development are reviewed in the third section. The fourth section reviews the relationship with other universities and the Catholic hierarchy. (MJM)

ED 074 908

HE 003 876

Faculty Retirement Systems.

Washington State Legislature, Olympia. Joint Committee on Higher Education.

Pub Date Jan 73

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, *Higher Education, Professors, *Retirement, *Statewide Planning, *Teacher Retirement, Teacher Welfare

The purpose of this report is to present findings and recommendations of the Joint Committee on Higher Education in the state of Washington. The specific mandate of the Committee in this instance was to study the retirement programs currently in force at the various state institutions of higher education and to make any necessary recommendations concerning the existing programs, including any legislation necessary to meet the recommendations. Some of the recommendations of the Committee are: (1) The fundamental provisions of the formula which provides retirement benefits for faculty members in all systems of higher education in Washington State should be parallel. (2) A formal retirement goal should be adopted, providing the following: At age 65 and after 25 years of service, a retirement income based on a joint and two-thirds survivor annuity, equivalent to 50% of the average compensation of the highest 2 years' service. (3) That portion of retirement benefits generated by supplementation should be extended to the surviving spouse at actuarially reduced rates. (4) Retirement annuity and supplementation payments should be exempted from the inheritance tax. (Author/HS)

ED 074 909

HE 003 877

Wilson, Kenneth M.

Some Characteristics of High School Seniors who Sent CEEB-Test Scores to Selected Groups of Colleges During 1971-72.

College Research Center, Princeton, N.J.

Report No—CRC-72-12-08-2

Pub Date 8 Dec 72

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Bound Students, *Higher Education, *Student Application, *Student Characteristics

Presented in this document is a statistical profile of the characteristics of those high school seniors who took the College Entrance Examina-

tion Boards during academic year 1971-72, and who applied to member institutions of the College Research Center (CRC). Some of the highlights of the report are: (1) Only about a third of the high school seniors are from families in which the father is a high school graduate as compared to almost two-thirds of the seniors who sent test scores to a CRC member college. (2) The measured, and self-reported abilities and skills of students vary in expected ways with the selectivity level of the colleges in the respective groups. (3) Preferences for activities in colleges and degree participation in various activities in school also vary for the several groups under consideration. (HS)

ED 074 910

HE 003 878

Wilson, Kenneth M.

Notes on a National Survey of College-Bound Seniors in 1972.

College Research Center, Princeton, N.J.

Report No—CRC-72-12-08-1

Pub Date 8 Dec 72

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *College Bound Students, *High Achievers, *Higher Education, Superior Students, *Talented Students

This document presents the results of a survey of high school seniors who took the Scholastic Aptitude Test of the College Entrance Examination Board, and who scored 600 or higher on the Verbal portion of the test (a small number of students were also included in the sample who scored between 500 and 599). Some of the highlights of the survey findings include: (1) 97% of the respondents indicated that they would be attending college in the fall; (2) about 75% indicated that they would be attending their first-choice college; (3) about 5% of the respondents indicated that they received invitations of admission from colleges to which they had not applied; (4) the first-choice college for most respondents (92%) was a coeducational institution; (5) 57% indicated that they were academically ready for college by the end of their junior year in high school; and (6) 10% of the students indicated that they would try to earn a bachelor's degree in less than four years. (HS)

ED 074 911

HE 003 879

Technological Education.

Washington State Legislature, Olympia. Joint Committee on Higher Education.

Pub Date Jan 73

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Planning, *Higher Education, *Statewide Planning, *Technical Education, Technical Institutes, *Vocational Education

The Joint Committee on Higher Education in the state of Washington had as its mandate in this particular instance to study technical education in the state and to provide an analysis of ways to utilize existing facilities to meet the short term immediate needs of the state in this area. Further, the Committee was directed to conduct a study on the feasibility of instituting student exchange programs in the area of advanced technology in polytechnic fields. The recommendations of the Committee include: (1) There should be established a clearinghouse in technology with responsibilities for compilation and distribution of information in the field; (2) the Council on Higher Education should specifically incorporate, within its long-range planning, consideration of the delivery systems of advanced technological programs, the need for new or additional programs, and their proper organizational location; (3) all statewide planning agencies responsible for the development of technical education should continue their efforts to seek new and more effective ways to provide educational opportunities, and attention should be given to methods that do not rely on traditional educational approaches. (Author/HS)

ED 074 912

HE 003 880

[A Survey of the Current Status and Plans of Colleges Traditionally for Women Only.]

College Research Center, Princeton, N.J.

Pub Date Feb 73

Note—19p.

Journal Cit—Center Notes on Institutional

Research; v1 n2 p2-20 Feb 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Coeducation, *Higher Education, *Historical Reviews, *Research Projects, Surveys, *Womens Education

In April 1972, 198 institutions which had been classified in 1960 as women's colleges were invited to participate in a study designed to obtain information regarding current status, their plans relative to coeducation, and related matters. The instrument, a survey-Questionnaire, was completed by 82.5 percent of the participants. Results of the survey covered women's colleges in 1960, context and perspective; the 1960s, a decade of challenge and change; and patterns of enrollment, 1960 to 1970. (MJM)

ED 074 913 HE 003 881

[The Effects of Changes in the Aptitude Level of Entering Students on Attrition and Grading Standards.]

College Research Center, Princeton, N.J.

Pub Date Dec 72

Note—7p.

Journal Cit—Center Notes on Institutional Research; v1 n2 p2-8 Dec 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic

Achievement,

*Academic Aptitude, Class Average, *College Students, *Dropout Identification, Dropout Rate, Grading, Group Norms, *Higher Education, Student Mobility, Transfer Students, Withdrawal

This report focuses illustratively on two institutional concerns for which changes in the aptitude level of entering students may have implications—attrition and grading. Implications indicated that colleges, individually and collectively, need to develop systematic programs for monitoring the incidence and determining the etiology of attrition. Findings point up the need for defining and using criteria or standards of student accomplishment and achievement which will permit evaluations that are independent of current class norms. A five-item bibliography is included. (MJM)

ED 074 914 HE 003 882

Chen, Earl F.

Coming of Middle Age in Higher Education.

Ford Foundation, New York, N.Y.

Pub Date 13 Nov 72

Note—22p.

Available from—American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, D.C. 20036; National Association of State Universities and Land-Grant Colleges, One Dupont Circle, Suite 710, Washington, D.C. 20036 (free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Administration, Educational Finance, *Educational Planning, *Educational Problems, *Financial Problems, *Higher Education

The major financial difficulties that have beset higher education within recent years have heralded the end of "the golden years" for colleges and universities. Institutions seeking to meet the continuing academic needs of students in a time when there is no money for new staffing, programs and buildings, are facing hard choices. The decisions that are made will affect the entire complexion of higher education for years to come. In this address, the author points out many of the problems that educators must face and plan for if they are to make feasible plans for the future of their institutions. (HS)

ED 074 915 HE 003 883

Goals for the System of Higher Education; Role and Scope of Constituent Units; Number and Location of Institutional Units.

Connecticut Commission for Higher Education, Hartford.

Pub Date Feb 73

Note—131p.; Report of Resource Group 1, A Discussion Paper for the Master Plan for Higher Education in Connecticut

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—College Role, *Educational Objectives, Educational Philosophy, Governance, *Higher Education, *Master Plans, *Objectives, *Statewide Planning

This document presents the report of the resource group in charge of an analysis of the goals of higher education in the development of a master plan for higher education in the state of Connecticut. Specific areas that the group addressed include: (1) governance; (2) need for new technical colleges, community colleges, and four-year colleges; (3) state relationships with in-

dependent and proprietary colleges; (4) goals for higher education in Connecticut; and (5) the role and scope of the University of Connecticut, the state colleges, the community colleges, the technical colleges, and the private and proprietary colleges. (HS)

ED 074 916 HE 003 884

Plehn, Steffen W.

New England Regional Student Program Evaluation 1957-1972.

New England Board of Higher Education, Wellesley, Mass.

Pub Date Nov 72

Note—191p.; Includes a 33 page abstract

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Consortia, Cooperative Planning, *Cooperative Programs, *Higher Education, *Interinstitutional Cooperation, *Regional Planning

This document presents an evaluation report of the New England Regional Student Program, a program that is a unique effort on the part of the 6 New England states to expand opportunities in postsecondary education for citizens of the region, and to use all regional, postsecondary instructional facilities in the most economic manner. In the major division of the program, over 2,000 undergraduate and graduate students annually use the program to achieve their educational objectives. Over 500 courses of study are currently available to regional citizens at the 71 publically assisted universities, colleges and institutes. The evaluation indicates that, while still small in gross numbers of students involved, the program has grown by some 400% over the past 5 years. The report further indicates that, although the program is well-accepted and operating smoothly, the barriers of state borderlines and the local interests of the institutions serve as forces working against any major growth in the immediate future. A second problem facing the program is the question of the relationship between the legal residency status of out-of-state students and their tuition obligations to public institutions. (HS)

ED 074 917 HE 003 885

Millett, John D.

Financing Current Operations of American Higher Education.

Academy for Educational Development, Inc., Washington, D. C. Management Div.

Pub Date Dec 72

Note—32p.

Available from—Management Division, Academy for Educational Development Inc., 1424 Sixteenth Street, N. W., Washington, D. C. 20036 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Economics, *Educational Finance, *Expenditures, *Financial Needs, *Higher Education, *Income, Money Management

This document reviews the financing of current operations of higher education. Part I analyzes higher education income and expenditures, 1968-69. A review of studies of higher education financing is presented in Part II. Appendixes include conversion tables of current funds revenues and expenditures. (MJM)

ED 074 918 HE 003 886

Hewitt, Raymond G., Ed.

The Effects of Faculty Collective Bargaining on Higher Education.

New England Board of Higher Education, Wellesley, Mass.

Pub Date Jan 73

Note—131p.; Proceedings of a Conference of the New England Board of Higher Education, Boston, Massachusetts, October 1972

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Collective Bargaining, *Collective Negotiation, *College Faculty, *Higher Education, *Professors, Unions

The philosophy behind and the rationale for faculty unionization is extremely complicated. Its steadily increasing acceptance throughout the nation is significant not only because of its budgetary effects, but also as a commentary on the methods by which the teaching profession has been managed and as a force that will have fundamental effects on those interpersonal relationships that are critical to the teaching and learning processes. The papers presented in this volume provide a variety of insights and viewpoints con-

cerning the effects of faculty collective bargaining on higher education. Major topics covered by the papers are: (1) prospects and implications for faculty collective bargaining; (2) the effect of unionization on the collegial roles of faculty, students and administration; (3) unionization and institutional planning; (4) education and social survival; (5) unionization and campus governance; and (6) the academic labor market in the 1980's. (Author/HS)

ED 074 919 HE 003 888

Huckfeldt, Vaughn E.

A Forecast of Changes in Postsecondary Education.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 72

Note—215p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Continuous Learning, *Educational Change, Educational Innovation, *Higher Education, *Post Secondary Education, *Vocational Education

This paper presents the principal findings of a study of possible changes in postsecondary education. The contents of this document focus on the purpose of the survey, a description of the survey method, and an interpretation of the results in a forecast of changes in postsecondary education. The forecasted changes find postsecondary education more readily accessible to all. More of the students will drop in and out of the system throughout their lifetimes and will participate in programs that lead to vocations. It is anticipated that after 1980 changes in competence and performance requirements will change to general acceptance of work or experience as substitutes for formal programs, and measures of actual competency will be used in place of fulfillment of attendance requirements. (Author/HS)

ED 074 920 HE 003 889

Roberts, Sylvia

Equality of Opportunity in Higher Education - The Impact of Contract Compliance and the Equal Rights Amendment.

National Organization for Women, Washington, D.C. Legal Defense and Education Fund.

Pub Date 15 Jan 73

Note—30p.; Paper presented at the annual meeting of the Association of American Colleges (San Francisco, January 15, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Equal Opportunities (Jobs), *Federal Legislation, Females, *Feminism, *Higher Education, *Sex Discrimination, *Women Professors, Working Women

In discussing the impact of contract compliance and the Equal Rights Amendment on equality of opportunity in higher education, the author focuses primarily on women employed as faculty members and staff at universities and colleges. The basic and fundamental fact is that women have been treated differently, and that is to say, less well, than men. Women are not hired and promoted at the same rate, nor have they been paid as well as their male counterparts in higher education. In October 1972, HEW issued the Higher Education Guidelines that called for (1) nondiscriminatory practices in hiring and promotion of women and minorities in higher education, and (2) affirmative action programs to assure that any discriminatory practices in existence will be eradicated. Colleges and universities can now take one of two courses of action. They can either listen to the demands and charges of women and attempt to rectify whatever adverse conditions exist, or they can ignore such demands and face possible legal proceedings. (HS)

ED 074 921 HE 003 890

Whelan, Charles M.

The Church, the College, and the State—Changing Patterns of Relationship.

Pub Date 15 Jan 73

Note—11p.; Paper presented at the annual meeting of the Association of American Colleges (San Francisco, January 15, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Church Related Colleges, Educational Finance, *Federal Aid, *Financial Support, *Higher Education, *State Aid, *State Church Separation

Church-related colleges are facing the problem of pleasing both their sponsoring churches and the government in order to obtain the funding from each agency that is needed for the survival of the institutions. To solve the political problem, the church-related colleges must persuade the legislatures, both state and federal, to include them in constitutionally permissible ways in substantial programs of public assistance to higher education. To solve the ecclesiastical problem, the church-related colleges must persuade the churches with which they are affiliated that despite the changes they have to make in order to satisfy the judicial and legislative branches of the government, they remain a vital and indispensable ministry of the churches, well worth their cost in terms of personnel and money. (Author/HS)

ED 074 922 HE 003 893

Ericksen, Stanford C., Ed.
Development and Experiment in College Teaching.
Committee on Institutional Cooperation.
Report No.—R-8
Pub Date 72
Note—62p.

Available from—Stanford C. Ericksen, Director, Center for Research on Learning and Teaching, 109 E. Madison Street, Ann Arbor, Michigan 48104 (\$5.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, *Educational Change, *Educational Improvement, *Higher Education, Professors, *Teacher Improvement, *Teaching Methods

This report comprises a collection of summaries of exploratory efforts by college professors at member institutions of the Committee on Institutional Cooperation (CIC) to develop new and better ways of teaching. Usually these are local experiments aimed at improving the conditions for learning in a specific subject-matter area, but many of the procedures can easily be generalized for application in other departments, or they may stimulate the search for fresh alternatives. The substantive entries in Section I, Subject-Matter Areas, is of particular interest to classroom teachers. Section II, University-Wide Activities, includes descriptions of institutional facilities, instructional media arrangements, and broad programs that span the disciplines. Section III is the cumulative index to all 8 published reports by subject area, and Section IV is a cumulative index by categories. (Author/HS)

ED 074 923 HE 003 894

Goodwin, Harold I. Andes, John O.
Collective Bargaining in Higher Education: Contract Content - 1972.

West Virginia Univ., Morgantown. Dept. of Educational Administration.

Pub Date 72

Note—130p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Collective Bargaining, *Collective Negotiation, *College Faculty, *Higher Education, *Professors

This document presents a statement indicating to those who are or may become engaged in drafting collective bargaining contracts in higher education institutions the major substance of current contracts. Accordingly, a series of tables are laid out showing by major topics the type and range of items found in the pool of 101 contracts, the frequency and percentage of their occurrence totally and by the agency representing the faculty, and by 3 types of institutions - community colleges, colleges and universities. Chapters specifically cover contract management, governance, academic grievances, leave benefits, insurance benefits, compensation benefits, working condition benefits, general contracts, and an outline for creating a collective bargaining contract. (HS)

ED 074 924 HE 003 895

Rafky, David M.
Ambiguities in Race Relations: Blacks and Whites in Higher Education.

Pub Date Feb 73

Note—34p.; Paper presented at the meeting of the American Educational Research Association, February 1873

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*African American Studies, *Faculty Integration, *Higher Education, *Negro Teachers, *Race Relations, Racial Integration, *Teacher Integration

This paper uses an anthropological framework to examine the social interactions of black faculty in predominantly white colleges and universities with their white and black colleagues. Joking, formal, and avoidance relations are examined among a regional sample of professors, with particular emphasis on Black Studies faculty. (Author)

ED 074 925 HE 003 896

Faulman, Jane
Senior Survey 71. Part II: Experiences at SUNY/B.
State Univ. of New York, Buffalo. Univ. Research Office.

Pub Date Dec 72

Note—26p.; A Biography of a Class Study

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Higher Education, *Student Attitudes, *Student College Relationship, *Student Opinion, *Surveys
Identifiers—Buffalo, *State University of New York

A sample of 88 seniors completed the 1971 Senior Survey questionnaire (Part II) concerning their experiences at the State University of New York, Buffalo. These students had a generally favorable opinion of the SUNY/B faculty they knew, and they expressed a somewhat more positive view of faculty in their own departments than of others. The academic activities that were the most important contributors to the students' academic education were: class lectures, general preparation for class, and, for those who experienced it, independent study. Of the campus services listed on the questionnaire, Placement and Career Guidance was the only service used by more than half of the sample during their senior year. The two functions that the sample said would be most important to the ideal university were to seek and discover new knowledge and to impart existing knowledge. An ideal university would have a direct, intentional effect on some aspects of students' lives, but not on others. (Author/HS)

ED 074 926 HE 003 897

Hofeller, Margaret A. Dean, Marina L.
Individualized Education: Reading Courses at New College - 1971-72.

Hofstra Univ., Hempstead, N.Y. Center for the Study of Higher Education.

Report No.—R-4

Pub Date 72

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Evaluation, Evaluation, *Experimental Colleges, *Experimental Programs, *Higher Education, *Independent Study, Program Evaluation, *Reading Programs
Identifiers—*Hofstra University, New College

This document presents an evaluation of the readings course program at New College at Hofstra University. Under this program, students divide an independent study project under the supervision of the faculty member. Readings courses may range from conventional readings and research to field work or the production of creative works. The student's option to elect a readings course is subject to the availability of faculty resources and to the student's preparation for the proposed project. In general, the readings course program at New College does appear to be serving its intended purpose in that students seem to be electing such courses as optional means of exploring new problem areas. Those students who do plan readings courses tend to be in good academic standing and to complete the courses they begin. (Author/HS)

ED 074 927 HE 003 898

O'Neil, Robert M.
The Colleges and the Courts - A Peacetime Perspective.

Pub Date 15 Jan 73

Note—16p.; Paper presented at the annual meeting of the Association of American Colleges (San Francisco, January 15, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Collective Bargaining, *Court Litigation, *Higher Education, *Legal Costs, *Legal Problems, Speeches, *Student School Relationship, Teacher Militancy

This document presents a discussion and projections of future involvement of higher education in the courts. Seven major hypotheses are discussed in detail that will either dissuade or encourage academic court litigation. These are: (1) Colleges and universities will turn increasingly to

the courts for protection against hostile external pressures and intrusions. (2) Historically excluded constituencies will increasingly seek the aid of courts to gain access to campus decision-making. (3) Criteria that restrict access to higher education will be increasingly challenged and will be sustained only to the extent they reflect valid educational interests. (4) The financial plight of higher education will increasingly invite litigation over the allocation of resources. (5) As state aid to independent colleges and universities increases, the constitutional distinction between public and private higher education will diminish. (6) The spread of faculty collective bargaining will reduce litigation by faculty but may increase litigation against faculty. (7) The high tangible and intangible costs of litigation will tend to deter resort to the courts by all parties, while the impact of each court decision will widen and the prospect of suit will accordingly shape conduct on the campus. (HS)

ED 074 928 HE 003 899

Bloustein, Edward J.
Collective Bargaining and University Governance.
Pub Date 15 Jan 73

Note—16p.; Speech presented at the annual meeting of the Association of American Colleges (San Francisco, January 15, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Collective Bargaining, *Collective Negotiation, *College Faculty, Governance, *Higher Education, Professors, Speeches, *Teacher Welfare

The author of the present document presents a discussion of faculty collective bargaining within the framework of arguments against unionism which in some instances he refutes as being untrue and in others as being beneficial to the higher education society as a whole. The arguments against faculty unionism, which are referred to in this speech as "monsters", are: (1) as the system of governance will become more explicit, it will also become increasingly centralized; (2) collective bargaining, while protecting faculty from unfair procedures, will also lower the quality of teaching personnel; (3) collective bargaining promotes the deterioration of departmental and school autonomy; (4) collective bargaining thrusts administrators into an unfamiliar and unwanted management role; (5) unionization will inevitably narrow the scope of authority given to faculty senates or the senate will be dominated by the union; (6) the adversary relationship implicit in collective bargaining is inimical to collegiality; and (7) collective bargaining is a form of compromise, inferior to consensus and the reasoning together that was part of traditional academic governance procedures. (Author/HS)

ED 074 929 HE 003 900

Young, D. Parker, Ed.
Higher Education: The Law and Campus Issues.
Georgia Univ., Athens. Inst. of Higher Education.

Pub Date 73

Note—57p.; Proceedings of a conference, Athens, Georgia, July 6-7, 1972

Available from—Editorial Services, Department of Conferences, University of Georgia, Center for Continuing Education, Athens, Georgia

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Administrator Responsibility, Collective Bargaining, Conference Reports, *Higher Education, Law Enforcement, *Legal Responsibility, *Private Colleges, *Public Education, *Student College Relationship

The legal aspects of the many campus issues were the concerns of the conference sponsored jointly by the Institute of Higher Education and the Center for Continuing Education. The conference, held at the University of Georgia Center for Continuing Education, July 1972, presented and discussed decisions and trends concerning campus law and their implications for and applications to the posture of academic decisionmaking. Issues included an overview of rights and responsibilities on campus; the legal responsibilities of administrators; the relationship between the university and local law enforcement agencies in their response to drug abuse on campus; the rationale determining the legal distinction between public and private institutions of higher education; constitutional rights and non-renewal of faculty contracts; and collective bargaining on campus. (MJM)

ED 074 930 HE 003 902

Keast, William R.

The Commission on Academic Tenure in Higher Education: A Preview of the Report.

Pub Date 15 Jan 73

Note—15p.; Speech presented at annual meeting of the Association of American Colleges (San Francisco, January 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, *Higher Education, Professors, *Speeches, Staff Utilization, *Teacher Welfare, *Tenure

Identifiers—*Commission on Academic Tenure

This speech is a preview of the report prepared by the Commission on Academic Tenure. Following a review of the Commission's history, four major areas are reviewed. These areas include salient facts about the current operations of the tenure system, central tendencies of the Commission's findings and recommendations, an outline of the Commission's report and illustrations of some major concerns, and a presentation in greater detail of one of the commission's recommendations concerning staff planning. (MJM)

ED 074 931 HE 003 903

Heys, Roger W.

The National Educational Establishment: Its Impact on Federal Programs and Institutional Policies.

American Council on Education, Washington, D.C.

Pub Date 15 Jan 73

Note—17p.; Speech presented at the annual meeting of the Association of American Colleges (San Francisco, January 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Administration, Federal Government, *Higher Education, *Interinstitutional Cooperation, *Organizational Climate, *Professional Associations

The role of educational associations and agencies that are the constituent and associated "organization members" of the American Council on Education plus at least another dozen or two associations or agencies of national scope with considerable interest in postsecondary education are discussed in relation to their impact on federal programs and institutional policies. Their impact has been significant despite the diversity of educational institutions in the nation, the voluntary organizational arrangements, and the relatively small number of people working in the area of government relations. To improve federal relations emphasis is placed on institutional cooperation and the climate the association membership provides. (MJM)

ED 074 932 HE 003 904

Wood, Herbert H.

Consortia: A Challenge to Institutional Autonomy.

Group 10 for the Seventies, Chicago Heights, Ill.

Pub Date 15 Jan 73

Note—20p.; Speech presented at the annual meeting of the Association of American Colleges (San Francisco, January 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, *Consortia, *Cooperative Programs, Educational Change, *Higher Education, *Institutional Administration, Institutional Role, *Interinstitutional Cooperation

The kinds of impact a consortium might have on the operations of its member institutions are presented following an overview of the consortium's challenge to institutional autonomy. Ten attitudinal forms of consortium impact challenging autonomy include: (1) the rest are going ahead so do it anyway, (2) infiltration and multiple loyalties of faculty and staff, (3) if it becomes funded, then participate, (4) modification of personal adjustments required of individuals in their role expectations, (5) a family member has special obligations, (6) don't talk about us when we are absent, (7) we want to be the way we are now, (8) it is expensive to participate but we can't afford to pullout, (9) more than one consortium wants us, and (10) united we stand, divided we fall. (Author/MJM)

ED 074 933 HE 003 905

Glenny, Lyman A.

Reinforcement Trends for State Planning and Systems.

Pub Date 15 Jan 73

Note—24p.; Speech presented at the annual meeting of the American Association of Colleges (San Francisco, January 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Economics, *Educational Finance, *Educational Planning, *Educational Trends, *Enrollment Trends, *Higher Education, Population Trends

Significant trends which foretell the future for postsecondary education, specifically colleges and universities, are discussed. These trends are based on the college-age population, the proportion of the state budget going to higher education, the establishment of new social priorities, the role of the private colleges, the increasing tendency for those who want vocational skills, the promise of federal aid, the slowdown in enrollments, educational innovation and changing power relationships. The cumulative impact of these and other trends cannot be fully anticipated. The recommended central planning agency would coordinate all efforts in postsecondary education in addition to emphasizing a more cosmic and functional view of education. (MJM)

ED 074 934 HE 003 907

Annual Report of the Coordinating Board, Texas College and University System, 1972.

Texas Coll. and Univ. System, Austin. Coordinating Board.

Pub Date Nov 72

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annual Reports, *Educational Administration, *Educational Finance, *Enrollment, *Higher Education, *Statewide Planning, Upper Division Colleges

The Coordinating Board of the Texas College and University System was created by the Texas Legislature in 1965 to provide leadership and coordination for the Texas higher education system, institutions and governing boards. The present document is the 1972 annual report of the Coordinating Board. Discussions are presented in the report on changing enrollment patterns in Texas, the new senior institutions, community college development, work with private higher education, new programs and administrative changes, graduate education, financial planning and administration, student financial aid programs, and campus planning and physical facilities development. (HS)

ED 074 935 HE 003 908

Kelly, Joseph W. Greene, John F.

The Effects of an Open Experimental Program on the Attitudes and Self-Concept of Graduate Students.

Pub Date Feb 73

Note—23p.; Paper presented at the 1973 Annual Meeting of the American Educational Research Association, New Orleans, February 28, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, Attitude Tests, Experimental Programs, *Graduate Students, *Graduate Study, *Higher Education, Self Concept, *Student Attitudes

The Multiple Alternatives Program (MAP) represented an open experimental approach to graduate education. Assuming attitudinal changes must necessarily precede effective new learning, the purpose of this study was to determine the effects of MAP on attitudes and self-concepts of participants. The statistically significant findings indicate that the MAP participants developed a more favorable attitude toward higher education than a comparable control group of regular graduate students. (Author/HS)

ED 074 936 HE 003 909

The Higher Education Act of 1965 (P.L. 89-329) as Amended Title VI, Part-A, Improvement of Undergraduate Instruction.

Bureau of Libraries and Learning Resources (D-HEW/OE), Washington, D.C.

Pub Date [72]

Note—139p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Economics, *Educational Finance, *Federal Aid, *Financial Support, *Higher Education

This document presents data on Federal grants awarded to institutions of higher education during fiscal year 1972. Grant information are broken down into monies awarded for laboratory and other special equipment, materials and related minor remodeling; closed-circuit television equipment, materials and minor remodeling for direct instruction; public and private instructional distribution; and institutional totals arranged alphabetically by state and by institution. (HS)

ED 074 937 HE 003 910

Weidman, John C. Krus, David J.

Undergraduates' Expectations and Perceptions of a College Environment.

Minnesota Univ., Minneapolis. Coll. of Education.

Pub Date 28 Feb 73

Note—23p.; Paper presented for the 1973 Annual Meeting of the American Educational Research Association, New Orleans, February 28, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Environment, *Higher Education, *Student Attitudes, *Student Opinion, Student School Relationship, *Student Teacher Relationship

Data from a survey of 318 upperclassmen in the College of Education at the University of Minnesota suggest that favorable images of the college environment are likely to result when students attain desired educational outcomes; hold conventional political views; do not want increased student participation in academic governance; and do not advocate change in higher education. Effects of interaction with faculty are inconsistent. With the exception of desired educational goals and self-concept, findings are similar for men and women. Increasing the level of student involvement with college faculty and peers is suggested as a means for making students' perceptions more favorable. (Author)

ED 074 938 HE 003 911

Regents External Degree Associate in Applied Science in Nursing.

New York State Education Dept., Albany. Regents External Degree Program.

Pub Date [73]

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Degree Requirements, *External Degree Programs, *Health Occupations Education, *Higher Education, *Nursing, Program Descriptions

The Regents Associate in Applied Science in Nursing External Degree has the two major components of (1) general education and (2) nursing. Candidates having satisfied the requirements for each component will be awarded an Associate in Applied Science in Nursing degree by the Regents of the University of the State of New York. There are no prerequisites such as age, residence, or previous education experience in nursing required for enrollment in the nursing program. Although the Regents External Degree Examinations in Nursing will not be available until October 1973, candidates officially enrolled in the nursing program may begin meeting the general education requirements or apply transcript credit toward the nursing component of the degree program. A description of the specific degree requirements is contained in this document. (Author/HS)

ED 074 939 HE 003 913

Improvement of Opportunity in Higher Education: Alternative Modes for Earning Undergraduate Degrees and College Credit.

Connecticut Commission for Higher Education, Hartford.

Pub Date Jan 73

Note—130p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Degree Requirements, *External Degree Programs, *Higher Education, *Special Degree Programs, *Statewide Planning, *Undergraduate Study

In this particular instance, the Commission for Higher Education in Connecticut was charged with the responsibility of studying the development and awarding of undergraduate degrees and college credits for nontraditional forms of study and experience in the state. The Commission, in this report, states that thousands of Connecticut citizens find directed learning beyond high school either inaccessible or inappropriate. In addition, the Commission is convinced that resources currently available within and through existing institutions, public and private, have the potential to provide the highly flexible instructional services required to implement new approaches to the delivery of higher education services. Therefore, the Commission recommends immediate creation of an administrative entity within the state system of higher education with the obligation, power, and funding to encourage and coun-

sel students, to evaluate nontraditional programs of learning and grant college credit, and to award undergraduate degrees on the basis of such credit. The Commission also recommends that particular encouragement be given to the development of a number of nontraditional educational practices including technological delivery of instructional services, credit for experience, and credit for off-campus study. (Author/HS)

ED 074 940 HE 003 914
Improvement of Opportunity: Alternative Approaches for the Delivery of Higher Education Services.

Connecticut Commission for Higher Education, Hartford.

Pub Date Feb 73

Note—41p.; Report of Resource Group 5, A Discussion Paper for the Master Plan for Higher Education in Connecticut

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Opportunities, *External Degree Programs, *Higher Education, *Master Plans, Special Degree Programs, *Statewide Planning

This document presents the findings and recommendations of a resource group in charge of improvement of educational opportunity in Connecticut for the master plan for higher education in Connecticut. Due to the major finding of a need for more flexibility of degree offerings and requirements within the state, the group makes the following recommendations: (1) A comprehensive program for earning undergraduate degrees and college credit by nontraditional methods should be developed and coordinated on a state-wide basis including credit by examination, credit by transfer, credit for off-campus study, and credit for experience. (2) Priority for new opportunities in higher education should go to persons currently denied access especially veterans, minorities, low-income groups, shift workers, housewives, the handicapped, the elderly, and those seeking additional career education. (3) Immediate attention should go to expanding the utilization of existing and new systems for delivery of higher education services through radio, television, press, computer, and other technological resources. (Author/HS)

ED 074 941 HE 003 915
Distribution of Enrollment Among Constituent Units. A Discussion Paper for the Master Plan for Higher Education in Connecticut.

Connecticut Commission for Higher Education, Hartford.

Pub Date Feb 73

Note—39p.; Resource Group II Report, Document No. 10

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Finance, *Educational Opportunities, *Enrollment, Financial Support, *Higher Education, Master Plans, Open Enrollment, Statewide Planning, *Student Costs, *Universal Education

This document presents findings and recommendations of a resource group charged with providing background information and recommendations concerning enrollment for consideration in the development of a master plan for higher education in Connecticut. The resource group feels that public postsecondary institutions should serve the entire community and not merely one sector of it. Each member of the community should have the opportunity to receive the postsecondary education that he needs and desires. Because of this, the following recommendations are made to increase educational opportunities in the state: (1) at least lower-division education be made tuition free; (2) the open admissions policy at the community colleges be made operative by adequate funding; (3) off-campus courses offered by state colleges and the university be substantially increased; (4) courses to serve community needs be instituted or increased at all state postsecondary institutions; (5) graduate, summer, and extension courses be funded by the state; and (6) a central clearinghouse to process applications for the various admissions offices be established. (Author/HS)

ED 074 942 HE 003 916
Utilization of Existing Facilities Needs for New Facilities. A Discussion Paper for the Master Plan for Higher Education in Connecticut.

Connecticut Commission for Higher Education, Hartford.

Pub Date Feb 73

Note—78p.; Resource Group III Report, Document No. 11

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Facilities, *Facility Guidelines, Facility Inventory, *Facility Utilization Research, *Higher Education, *Master Plans, *Statewide Planning

This document presents findings and recommendations of a resource group charged with providing background information and recommendations concerning the utilization of existing facilities and needs for new facilities for the development of a master plan for higher education in Connecticut. Taken into consideration by the resource group were the specific areas of: (1) the construction backlog; (2) the facilities process; (3) facility utilization and standards; (4) comprehensive planning; (5) private and regional resources; (6) auxiliary fund facilities; (7) architect selection; (8) facilities delivery; and (9) environmental and esthetic considerations. (HS)

ED 074 943 HE 003 917
Programs Distribution, Revision, and Termination. A Discussion Paper for the Master Plan for Higher Education in Connecticut.

Connecticut Commission for Higher Education, Hartford.

Pub Date Feb 73

Note—172p.; Resource Group IV Report, Document No. 12

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Planning, *Higher Education, Interinstitutional Cooperation, *Master Plans, Planning, *Program Coordination, *Program Planning, *Statewide Planning

This document presents findings and recommendations of a resource group charged with providing background information and recommendations concerning program planning in colleges and universities for the development of a master plan for higher education in Connecticut. Recommendations of the resource group include: (1) that the Commission for Higher Education be directed and authorized to plan and implement a statewide system for the coordination of postsecondary educational programs in Connecticut; (2) that public and private postsecondary institutions be required to comply with the policies and procedures of a statewide process of program review if they wish to share in public funds for programs for which public funds are sought and offered; (3) that separate advisory bodies be established in such general career fields as business, technology, and industry; teacher education, criminal administration and social services, health professions, and environmental studies; and (4) that increased efforts be made by both the Commission for Higher Education and individual institutions to develop and maintain closer, deeper, and more formal relationships between education and the other elements of society. (Author/HS)

ED 074 944 HE 003 918
Report of the Task Force to Explore Feasibility of a Three-Year Baccalaureate Program. Established March 1, 1972.

Florida State Dept. of Education, Tallahassee.

Pub Date 15 Feb 73

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Degree Requirements, *Educational Planning, *External Degree Programs, *Higher Education, *Special Degree Programs

Presented in this document are the results of a Task Force study in Florida that explored the feasibility of a baccalaureate degree program that can be completed in 3 academic years. The Task Force addressed itself to the issues surrounding time-shortened degrees: acceleration; locksteps; relevancy of educational objectives to individual and societal needs; and articulation between all levels of the Florida educational system. While concluding that a mandate for an across-the-board 3-year, 9-quarter is undesirable, the Task Force does recommend that support be given to the time-shortened experimental degree models submitted by the universities and community colleges. The Task Force further recommends that options for acceleration should be expanded and promoted at all levels. The expanded utilization of acceleration options could result in substantial and significant savings and cost benefits to students, parents, and taxpayers. (Author/HS)

ED 074 945 HE 003 919
Responding to Change: Recommended State Policy for Meeting Minnesota's Present and Future Needs for Post-Secondary Education.

Minnesota Higher Education Coordinating Commission, St. Paul.

Pub Date Jan 73

Note—219p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Educational Change, Educational Finance, *Educational Improvement, *Educational Planning, Enrollment, Enrollment Trends, *Higher Education, *Statewide Planning

The period of the 1960's was a time of great escalation of numbers of students enrolled in postsecondary education in the state of Minnesota, but during the 1970's, enrollment growth has slowed considerably. In 1970 enrollment increased by over 5% and in 1971 the increase was slightly over 2%. In 1972, however, enrollments stabilized for the first time in over 20 years. This stabilization has caused educational administrators within the state to reconsider their plans for the future and to alter the direction of their priorities. Thus, this document addresses itself to recommendations for meeting Minnesota's present and future needs for postsecondary education. Specifically, the document deals with (1) financing postsecondary education in Minnesota; (2) assessing needs and providing new educational opportunities; (3) improving postsecondary education through educational resources and programs; and (4) improving postsecondary education through expanded cooperation and coordination. (HS)

ED 074 946 HE 003 920
The Student Role in Governance.

Washington State Legislature, Olympia. Joint Committee on Higher Education.

Pub Date Jan 73

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, Educational Administration, *Governance, *Governing Boards, *Higher Education, *Student College Relationship, *Student Leadership

This document presents the results of a study made by the Joint Committee on Higher Education on the systems of governance at institutions of higher education in Washington state. The study directs particular attention to the role and function of students and their organizations in the governance process. The main conclusion of this report is that students should be an integral part of governance organizations and should have ample opportunity to discuss their views on governance within the higher education community. The legislative proposal made is directed toward insuring student involvement in decisions regarding the uses of the student services and activities fee. (Author/HS)

ED 074 947 HE 003 921
Annual Report of the South Carolina Commission on Higher Education.

South Carolina Commission on Higher Education, Columbia.

Pub Date Jan 73

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annual Reports, *Educational Opportunities, *Educational Planning, *Higher Education, *Statewide Planning

Presented in this pamphlet is an outline of the fiscal 1972 activities of the South Carolina Commission of Higher Education. The Commission's primary concern is the strengthening of all the state's institutions of higher learning, to the end that quality education and training beyond high school may be available to every citizen who desires it and can be expected to profit from it. Thus, the pamphlet deals with program approvals, enrollments, student financial assistance programs, student intern programs, in-service teacher education, off campus graduate education for teachers, higher education management information systems, state appropriations for colleges and universities, and space inventory and utilization standards. In addition, reports are presented from the computer advisory committee and the statewide nursing committee, and recommendations are made concerning medical education and 2-year postsecondary education. A listing of the Commission publications is also included. (HS)

ED 074 948

HE 003 922

Laird, David B., Jr.

The Regents of The University of Michigan and the Legislature of the State, 1920-1950.

Michigan Univ., Ann Arbor. School of Education. Pub Date 72

Note—226p.

Available from—University of Michigan, Social Foundations of Education Monograph Series, 4124 School of Education Building, Ann Arbor, Michigan 48104

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Bibliographies, *Governance, *Higher Education, Historical Reviews, *School Administration, State Government, *State Legislation, State Universities, *Trustees Identifiers—*University of Michigan

The relationship of the Regents of the University of Michigan and the Legislature of the state, 1920-50 is discussed in historical perspective. An overview of the theory and practice of the relations between governing boards of public institutions of higher education and state government is presented in Chapter I. Chapter II traces the history of the University of Michigan and its constitutional status. Chapter III documents the modifications and changes that occurred in the relationship between the University and the State from 1920 to 1950. Chapter IV provides an analysis of the operational effects of the changing relationship between the Regents and the Legislature. The implications of the changes in the relationship are analyzed and resultant conclusions are summarized in Chapter V. An extensive bibliography of primary and secondary sources is included. (Aughor/MJM)

ED 074 949

HE 003 923

The Evergreen State College Bulletin 1973-74.

Evergreen State Coll., Olympia, Washington.

Pub Date [73]

Note—225p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Bulletins, *Educational Innovation, *Higher Education, Independent Study, *Program Descriptions, *Self Directed Groups

Presented in this college bulletin are (1) an introduction including information on admissions, registration, accreditation, philosophy, and affirmative action; (2) a survey of the academic programs; (3) a section on the learning process as it is approached at Evergreen; (4) a listing and description of current programs offered; (5) descriptions of prospective programs; (6) the means of student evaluation used, types of credentials to be earned, and career planning; (7) the means of governance at the college; (8) a section on special services, policies, and procedures; and (9) a listing of the members of the board of trustees, the administrators, and the academic and professional staff. Of particular interest is a program at the college known as contracted studies. Under this program a student or group of students may contract to complete a certain project under the supervision of a faculty member with some expertise in the area of the project. (HS)

ED 074 950

HE 003 926

Herman, Michele H. Sedlacek, William E.

Career Orientation of University and High School Women.

Maryland Univ., College Park. Counseling Center.

Report No—PR-12-72

Pub Date 72

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Females, *Higher Education, High School Students, *Student Attitudes, *Student Characteristics, *Womens Education

The purpose of this study was to compare women in divergent college majors with women in high school on a number of background and attitude variables. A random sample of 100 female senior University students majoring in education or science and 43 female students from a Montgomery County high school were sent questionnaires. Results indicate that education majors as opposed to science majors are: more likely to feel their parents' ideas were an important determinant of their career choice; more likely to be interested in working with or helping people; less likely to be career oriented; more likely to attach importance to a stable future in a career; more likely to get advice and affection

from their parents; and their mothers are likely to do volunteer work or have hobbies. Female high school students had attitudes and backgrounds more similar to the education majors than the science majors. Overall, the results indicate the education majors have backgrounds and attitudes more similar to the traditional female role in society. Science majors often persist in masculine careers in spite of societal disapproval. Results are discussed in terms of previous research and implications for counseling. (Author/HS)

ED 074 951

HE 003 928

Eko, Ewa U., Ed.

Black Arts in Today's Curriculum.

Six Institutions' Consortium, Greensboro, N.C.

Spons Agency—Bureau of Higher Education (D-HEW/OE), Washington, D.C. Div. of Coll. Support.

Pub Date 1 May 71

Note—50p.; Proceedings of the Second Annual Invitational Workshop, Greensboro, North Carolina, May 1, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*African American Studies, *African Culture, *Ethnic Studies, *Higher Education, *Negro Culture, Negro Education

In the fall of 1969, the Six Institutions' Consortium began a 3-phase program on African and Afro-American Studies Curriculum. This project is based on the continuing interest and purpose of the consortium to pool the resources and strengthen member institutions in the direction of achieving the overall quality improvement and services that they render to undergraduate education, in-service teacher education, and faculty development. This document presents articles on: (1) The Black Arts in Higher Education; (2) The Correlation of Visual Arts and Design; (3) Black Theater and the Related Arts; (4) Black Music and the Total Black Art Experience in Today's Changing Curriculum; (5) New Curricular Patterns in the Humanities; (6) New Curricular Patterns in the Visual Arts; and (7) Activities Relative to Curriculum Development in Music. (Author/HS)

ED 074 952

HE 003 929

Eko, Ewa U., Ed.

Curricular Approaches to African and Afro-American Studies.

Six Institutions' Consortium, Greensboro, N.C.

Spons Agency—Bureau of Higher Education (D-HEW/OE), Washington, D.C. Div. of Coll. Support.

Pub Date 18 Apr 70

Note—127p.; Proceedings of an invitational Workshop, Greensboro, North Carolina, April 18, 1970

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*African American Studies, *African Culture, Cultural Education, *Ethnic Studies, *Higher Education, *Negro Culture, Negro Education

This document presents the proceedings of an invitational conference on African and Afro-American Studies. Papers presented at the conference were: (1) Negritude in Retrospect; (2) The Assertion of Blackness in the United States and Africa; (3) The Afro-American Materials in the Predominantly White High School. Discussions were centered around (1) the study of Haiti, a bridge between African traditions and the Afro-American experience; (2) approaches to African literature; (3) African studies within the liberal arts curriculum; (4) African Studies; and (5) the de-colonization of African and Afro-American studies. (HS)

ED 074 953

HE 003 930

Eko, Ewa U., Ed.

Towards An Interdisciplinary Core Curriculum in Afro-American Studies.

Six Institutions' Consortium, Greensboro, N.C.

Spons Agency—Bureau of Higher Education (D-HEW/OE), Washington, D.C. Div. of Coll. Support.

Pub Date Apr 72

Note—27p.; Proceedings of a seminar held at Bennett College, Greensboro, North Carolina, April 29, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*African American Studies, African Culture, *Cultural Education, *Ethnic Studies, *Higher Education, *Interdisciplinary Approach, Negro Culture, Negro Education, Seminars

In the course of the Six Institutions' Consortium 3-year curriculum development project in Afro-American Studies, it became abundantly clear to faculty and student participants that the most viable curriculum that can be developed must be interdisciplinary. In response to this conviction, a seminar was held to emphasize the need for an approach to the development of a core curriculum in Afro-American Studies that will span the disciplines. A panel of three eminent scholars in humanities, social sciences, and natural sciences made presentations, and engaged participants in stimulating discussions. This document presents the proceedings of the seminar. (Author/HS)

ED 074 954

HE 003 931

Bond Management - Higher Education.

Washington State Legislature, Olympia. Joint Committee on Higher Education.

Pub Date Sep 72

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bond Issues, *Educational Administration, *Educational Finance, *Financial Support, *Higher Education, Management, *State Aid, Statewide Planning

In this instance, the Joint Committee on Higher Education in Washington State was directed to review capital funding methods at the 4-year institutions of higher education in the state. The major finding of the study, which emerged after an intensive survey of bond practices, was that some means should be found to enhance management effectiveness in this area. To achieve this aim, a bill has been prepared that authorizes the State Finance Committee to provide coordination and technical assistance in the procedures relating to the timing and sale of bond issues for the institutions of higher education, and a resolution will be offered to give continued study to the possibility of securing more advantageous terms of sale for such bond issues. As a corollary, a bill will be submitted that would allow the state's colleges and universities to share in the deposit interest now distributed to other accounts by the state treasurer. (Author/HS)

ED 074 955

HE 003 932

Boone, Jerry N. Woods, Myra S.

Medical Education for Tennessee. A Report of the Tennessee Higher Education Commission.

Tennessee Higher Education Commission, Nashville.

Pub Date 71

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Health Occupations Education, *Higher Education, *Manpower Needs, *Medical Education, Medical Schools, Medicine, *Physicians, *Statewide Planning

This study of medical education was conducted as a part of the Tennessee Higher Education Commission's responsibility to design a master plan for higher education in Tennessee. It provides a background of information on Tennessee's needs for physicians and on the production of physicians by the three medical schools in the state. The study examines the need for additional medical education at both undergraduate and graduate levels and analyzes the question of whether Tennessee needs another medical school. It is not concerned with details of curriculum, except as these may have an effect on the supply of physicians. Instead, it concentrates on the broader public policy question of providing necessary training programs. The study assumes that whatever changes and expansion takes place, the curricula and programs will be operated at a high level of quality. (Author)

ED 074 956

HE 003 933

A Study of Income and Expenditures in Sixty Colleges - Year 1953-1954.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Spons Agency—Fund for the Advancement of Education, New York, N.Y.

Pub Date [54]

Note—176p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Economics, *Educational Finance, *Financial Support, *Higher Education, *Statistical Data

This study has brought together 60 colleges interested in joining with each other in making analyses of their own financial data and in tabu-

lating the data in such form that meaningful comparisons can be made. The report on this study contains all the detailed and summary information needed to determine where the 60 participating colleges obtained their money in 1953-54, and how they used it. The report also contains a manual for the guidance of any college that may wish to place its own data on a comparable basis, and an illustration of working papers that may be found useful in the process. The study can lead also to more penetrating studies of the costs of operating and maintaining physical plants, and the income and costs of operating dining halls, dormitories, bookstores and other auxiliary enterprises. Additional benefits also can accrue from a study of instructional costs. (Author/HS)

ED 074 957 HE 003 934

Eko, Ewa U., Ed.

Pan-Africanist Approach to Modern Language Study.

Six Institutions' Consortium, Greensboro, N.C.
Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C. Div. of Coll. Support.

Pub Date 28 Jan 71

Note—59p.; Proceedings of a Workshop on Languages, Greensboro, North Carolina, January 28, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*African American Studies, *African Culture, *Ethnic Studies, *Higher Education, *Negro Culture, Negro Education
In the fall of 1969, the Six Institutions' Consortium began a 3-phase program on African and Afro-American Studies Curriculum. This project is based on the continuing interest and purpose of the consortium to pool the resources and strengthen member institutions in the direction of achieving the overall quality improvement and services that they render to undergraduate education, in-service teacher education, and faculty development. This document presents articles on: (1) Incorporating African Literature in the Modern Foreign Languages Curriculum; (2) The Black Experience in Latin America; and (3) Afro-Spanish Literature: Its Place in Modern Language Teaching. Also included are bibliographies on Afro-Spanish literature and African and Caribbean literature. (Author/HS)

ED 074 958 HE 003 935

Fifty-One Percent Minority. Connecticut Conference on the Status of Women.

Connecticut Education Association, Storrs.
Spons Agency—National Education Association, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Aug 72

Note—72p.

Available from—National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Feminism, *Higher Education, Sex Discrimination, *Womens Education, *Womens Studies, *Women Teachers, Working Women

The articles presented in this document stem from taped presentations or post summations of speeches presented at a conference on the status of women held in the spring of 1972 by the Connecticut Education Association. The book can serve as a guide to three major problems: (1) sexual stereotypes; (2) the legal and economic status of women; and (3) the educational needs of women. Articles presented include: (1) Why Women Fail; (2) The Case for Womens Studies; (3) Sex Role Stereotypes in the Classroom; (4) Sex Role Socialization; (5) Masculinity and Femininity; (9) Teacher Maternity Provisions in Connecticut; (10) Growing Up as a Female Reader; (11) Women in Education; and (12) Sexual Politics in the Classroom. (HS)

ED 074 959 HE 003 936

Eko, Ewa U.

The Life Sciences and Society: An Approach to the Study of the Black Experience.

Six Institutions' Consortium, Greensboro, N.C.

Pub Date Apr 72

Note—107p.; Proceedings of the Annual Invitational Workshop on African and Afro-American Studies (3rd, Greensboro, North Carolina, April 28-29, 1972)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—African American Studies, *Biological Sciences, Higher Education, *Negroes, Negro History, *Negro Leadership, *Scientific Research, *Scientists, Workshops

Many college and university programs in African and Afro-American Studies have emphasized only the history, arts and culture of the peoples of African descent. The Life Science Project of the Six Institutions' Consortium was therefore a unique departure from all extant programs in African and Afro-American Studies. Its focus featured research into the activities of black scientists, dead and living, that have yielded considerable impact on the life sciences and society. An invitational workshop, of which this document is the report, featured seminars, reports, discussions, exhibits and films that emphasized the contributions of black scientists to the Life Sciences and the considerations in these sciences that have special relevance to the lives and conditions of black people. The proceedings of the major sessions of the workshop are offered in this publication for the benefit of all who are interested in encouraging the teaching, learning, and research and of the contributions of black scientists to the life sciences and society. (Author/HS)

ED 074 960 HE 003 937

Eckert, Ruth E. Williams, Howard Y.

College Faculty View Themselves and Their Jobs.

Minnesota Univ., Minneapolis. Coll. of Education.

Pub Date 72

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, *Higher Education, *Professors, *Surveys, *Teacher Characteristics

Identifiers—*Minnesota

The present study of faculty members in all Minnesota's recognized colleges was designed to find out who these persons were, why they had chosen this career, to what kinds of activities they were devoting their time, and how they now regarded their roles as academic men and women. Findings are compared with a similar study made in 1956, providing the only evidence on a state-wide basis of changes in the character of faculties during these years. (Author)

ED 074 961 HE 003 939

Higher Education in the States. Vol. 3, No. 3.

Education Commission of the States, Denver, Colo.; Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date Oct 72

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Legislation, *Higher Education, *State Action, *State Government, *State Legislation

This issue contains the annual reporting prepared by the Education Commission of the States on state legislative actions. Final summaries for 1972 are included for most states and status summaries for those still in session at the time of publication. References appear for all 50 states including 34 reports, 8 states that were reported in a previous issue, and 8 states with no 1972 legislative session. (Author)

ED 074 962 HE 003 940

Federal Funds for Research Development and Other Scientific Activities. Fiscal Years 1971, 1972, and 1973. Vol. 21.

National Science Foundation, Washington, D.C.

Report No—NFS-72-317

Pub Date Aug 72

Note—216p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$2.75)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Educational Finance, *Educational Research, *Federal Aid, *Financial Support, *Higher Education, *Research and Development Centers

This report provides comprehensive statistical information on the size and scope of federal funding for research and development and the types of institutions and purposes to which such funds are directed. Some of the highlights of the report include: (1) an upward trend since 1970 in federal R&D support is indicated in the 1973 budget; (2) the 1973 basic research obligations are expected to total \$2.6 billion, and applied

research obligations are estimated at \$4.7 billion—record highs for both categories; (3) in 1973 approximately 74% of the federal R&D total is expected to be directed to extramural performers; (4) the share for industry, the principal R&D performer, will have declined from a high of 66% in 1963 to 52% in 1973; and (5) universities and colleges are expected to represent 12% of the federal R&D total in 1973, as compared with 7% in 1963. (Author/HS)

ED 074 963 HE 003 941

Pino, Lewis N. Boulding, Kenneth

Nothing But Praise: Thoughts on the Ties Between Higher Education and the Federal Government.

Study Commission on Undergraduate Education and the Education of Teachers.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [73]

Note—76p.

Available from—The Nebraska Curriculum Development Center, Andrews Hall, University of Nebraska, Lincoln, Nebraska 68508 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, *Educational Planning, *Federal Aid, *Financial Support, *Higher Education, Teacher Education, Undergraduate Study

The Study Commission on Undergraduate Education and the Education of Teachers is charged by the U. S. Office of Education to concern itself with the reforming of undergraduate education as it relates to the education of teachers. Part of the process of reform is likely to involve the federal government's granting of money to institutions of higher education, to state agencies, or to schools. The essays in this book look at the relationship between the reform of federal systems and the reform of local systems. They suggest several principles: (1) Security in federal funding fields is likely to be related to the prestige of a field and its having arrived at a routinized and relatively secure method of winning information and advocating policy. (2) If the federal government is interested in encouraging institutions each to have a unified institutional mission and if it is interested in creating humane higher educational communities, then its procedures for funding ought to reflect and support that concern through the modification or abolition of the training-grant system. (3) As the federal government develops its interest in permanent institutional change, it must grant money in such a way that its funds tie into the full permanent governance systems of institutions so as to secure their long-term commitment to the goal for which funds are given. (Author/HS)

ED 074 964 HE 003 945

Davis, Junius A. And Others

What Is, Or Should Be, The AGB? A Report from the Membership.

Educational Testing Service, Princeton, N.J.

Report No—PR-72-28

Pub Date Sep 72

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Governing Boards, *Higher Education, *National Organizations, *Organizations (Groups), *Professional Associations

Identifiers—*Association of Governing Boards

This document presents the results of a survey of member presidents and trustees of the Association of Governing Boards (AGB). The questionnaire employed several strategies for determining member needs and interests, and their perception of the role that the AGB should play in serving those needs and interests. First, a number of frequent concerns of trustees and presidents were listed, with the task for the respondent to rate not the importance of each, but rather their relevance for AGB attention. Second, respondents were asked to rate the desirability of present or prospective activities of AGB. Other questions were directed to reaction to content of AGB publications, meetings, and conferences, and to proposed new content. Finally, respondents were asked if AGB should take a more active leadership role, one less active, or remain about the same. Respondents were also given the option of writing a general answer to these concerns. This document presents a summary of the responses to the questionnaire. (Author/HS)

ED 074 965 HE 003 947

Asian Institute of Technology.

Office of Naval Research, London (England).

Report No.—ONRL-R-172

Pub Date 20 Jan 72

Note—38p.

Available from—U.S. Department of Commerce, National Technical Information Service, Springfield, Virginia 22151 (AD-737 612; HC-\$3.00; MF-\$0.95)

Document Not Available from EDRS.

Descriptors—*Higher Education, *International Education, *Technical Education, *Technical Institutes, Vocational Education
Identifiers—*Asian Institute of Technology

The Asian Institute of Technology is a notable success for that part of the world where success is not too common. It is an excellent example of not only the initiative and organization of a technical university, but also of the success of a foreign aid program. This report gives details of this organization and accomplishments. (Author)

ED 074 966

HE 003 948

Hager, Raymond David, Jr.

Analysis of a Cohort Prediction Model with Applications to Student Enrollment Forecasting.

Naval Postgraduate School, Monterey, Calif.

Pub Date Apr 70

Note—43p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (Ad 709 382, MF \$.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Educational Supply, *Enrollment, *Enrollment Projections, Enrollment Rate, *Enrollment Trends, *Higher Education

A model is presented in this report for the prediction of future enrollment at the Naval Postgraduate School based on the numbers of recruits in the past. This model utilizes the correlation between populations of successive time periods in order to better estimate the future remaining personnel in the system. The number of personnel leaving from each recruit cohort is assumed to follow the same probability distribution that is a function of the age of the cohort in the organization and the grade in which the cohort started. For large cohort sizes the total personnel in the system is approximately normally distributed. The model is applied to predicting university student enrollment and a comparison of predicted and actual student enrollment is included. (Author/HS)

ED 074 967

HE 003 949

Medsger, Gerald W.

A Comparison of New Cadets at USMA with Entering Freshmen at Other Colleges Class of 1974.

Military Academy, West Point, N.Y. Office of Institutional Research.

Report No.—IB4-03-71-003

Pub Date Jan 71

Note—59p.

Available from—U.S. Department of Commerce, National Technical Information Service, Springfield, Virginia 22151 (Ad-722-263; HC-\$3.00; MF-\$0.95)

Document Not Available from EDRS.

Descriptors—*College Freshmen, *Higher Education, *Socioeconomic Background, *Student Characteristics
Identifiers—*United States Military Academy

This report compares new cadets at the U.S. Military Academy in the class of 1974 with other entering college freshmen at institutions in the following norm groups: (1) four year colleges, (2) technical colleges, (3) private colleges, and (4) public colleges. The American Council on Education's survey, which is the basis of this report, investigates data on secondary school and socioeconomic background, values, interests, and activity patterns. (Author)

ED 074 968

HE 003 950

Oliver, Robert M. Hopkins, David S. P.

Instructional Costs of University Outputs.

California Univ., Berkeley. Dept. of Industrial Engineering and Operations Research.

Spons Agency—Army Research Office, Durham, N.C.; National Science Foundation, Washington, D.C.

Report No.—ORC-71-16

Pub Date Jul 71

Note—55p.

Available from—U.S. Department of Commerce, National Technical Information Service, Springfield, Virginia 22151 (HC-\$3.00; MF-\$1.45; AD 729 356)

Document Not Available from EDRS.

Descriptors—Budgeting, *Educational Finance, *Enrollment, *Higher Education, *Management Systems, *Planning, Special Degree Programs

In this paper the authors propose a planning and budget model that is based on flows, enrollments and unit costs of educating student cohorts (dropouts and degree-winners) at a large university. Using 1969-70 data from the University of California and Stanford University and 1970-71 data from the University of Colorado, the model is used to analyze the effects of a proposed Carnegie Commission recommendation that lower division programs be reduced from two years to one year. The authors obtain estimates of the changes in unit and total instructional costs as well as the new flow patterns and enrollment levels that will result if the plan is adopted in the long run. (Author)

ED 074 969

HE 003 951

Oliver, Robert M. Hopkins, David S. P.

An Equilibrium Flow Model of a University Campus.

California Univ., Berkeley. Dept. of Industrial Engineering and Operations Research.

Spons Agency—Army Research Office, Durham, N.C.; National Science Foundation, Washington, D.C.

Report No.—ORC-71-18

Pub Date Jul 71

Note—31p.

Available from—U.S. Department of Commerce, National Technical Information Service, Springfield, Virginia 22151 (HC-\$3.00; MF-\$1.45; AD 729 357)

Document Not Available from EDRS.

Descriptors—*Admission (School), College Faculty, *Dropouts, Educational Administration, *Enrollment, *Higher Education, *Student Teacher Ratio

This paper develops a simple deterministic model that relates student admissions and enrollments to the final demand for educated students. It includes the effects of dropout rates and student-teacher ratios on student enrollments and faculty staffing levels. Certain technological requirements are assumed known and given. These, as well as the laws of flow conservation and the relationships between equilibrium enrollment levels and average flow rates, are used to predict the effects of specific administrative policies and institutional controls at the campus level. (Author)

ED 074 970

HE 003 952

Yaros, Edward J.

Evaluation Report: The City University of New York College Adapter Program.

National Committee on Employment of Youth, New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date Aug 71

Note—72p.

Available from—U.S. Department of Commerce, National Technical Information Service, Springfield, Virginia 22151 (HC-\$3.00; MF-\$1.45; PB-203-524)

Document Not Available from EDRS.

Descriptors—Admission (School), *Admission Criteria, *College Bound Students, *Dropouts, *Higher Education, *Out of School Youth, Special Programs

This report is an independent evaluation of the College Adapter Program, a project that provides New York City out-of-school students and selected manpower trainees with a special program on enrichment services as a means of qualifying them for college entrance. The evaluation concluded that the program is successful, analyzes the reasons for its effectiveness, and contains recommendations for increasing its efficiency. (Author)

ED 074 971

HE 003 953

Liljestrand, Kenneth Sells, S. B.

The Interaction of Individuals in the College Setting with Their Environments.

Texas Christian Univ., Fort Worth. Inst. of Behavioral Research.

Spons Agency—Office of Naval Research, Washington, D. C. Group Psychology Branch.

Report No.—TR-13

Pub Date Dec 68

Note—64p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (HC-\$3.00; MF-\$1.45; AD 682 222)

Document Not Available from EDRS.

Descriptors—*Higher Education, *Student Behavior, *Student Characteristics, *Student College Relations, *Student School Relationship

A factor analytic study was conducted in order to find empirical linkages among current and past life situation variables and measures of personality, interest, performance, and achievement in a college environment. Twenty-seven final clusters derived from extensive questionnaire information, school records, and personality and interest inventories administered to 401 undergraduate students were employed in the final matrix. Three factors were tentatively identified as (1) coed, describing undergraduate women living in dormitories who conform highly to campus behavior norms; (2) college man, describing pleasure, social, and sports-oriented, campus-living undergraduate men; and (3) married student, describing married male students who live off campus and work while attending college. The methodology employed illustrates a possible approach to the encoding of environmental variables in the study of behavior. (Author)

ED 074 972

HE 003 954

Chamberlin, Brian Smith, Richard A.

A Determination of the Benefits Derived by the Air Force from Providing Air Force Officers in the Logistics Field with Graduate Degrees in the Business Area from Civilian Graduate Institutions.

Air Force Inst. of Tech., Wright-Patterson AFB, Ohio. School of Systems and Logistics.

Report No.—SLSR-15-72A

Pub Date 28 Jan 72

Note—94p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-743 408; HC-\$3.00; MF-\$0.95)

Document Not Available from EDRS.

Descriptors—Educational Programs, *Higher Education, *Leadership Training, Management Development, *Management Education, *Military Personnel, Program Evaluation, Student Evaluation

Identifiers—*United States Air Force

This thesis is concerned with what benefits the Air Force receives from sending logistics officers to civilian graduate institutions (CID). Additionally, the authors wanted to find how CID graduates fare as compared with graduates of the Graduate Logistics Management (GL). Three samples gathered were for CID graduates, the non-degree group (officers not possessing an advanced degree), and GL graduates. Each subject was rated with a performance evaluation instrument completed by his supervisor. These data were tested on the basis of CID and non-degree groups and CID and GL group comparisons. The non-degree group surpassed the CID group in managerial performance. The GL group far surpassed the CID group in managerial performance. (Author/HS)

ED 074 973

HE 003 955

Staaf, Robert J.

Student Choice: A Theoretical Analysis of Higher Education With Some Empirical Evidence Considered.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date 8 Mar 71

Note—309p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-199 842; HC-\$6.00; MF-\$0.95)

Document Not Available from EDRS.

Descriptors—Academic Aptitude, *College Majors, College Students, *Curriculum Planning, *Higher Education, *Student Characteristics, *Student Interests

This dissertation constructs an axiomatic choice model based on economic theory to describe college student curriculum choice. In this model, the student decides among alternative courses according to 7 axioms. The limited student sovereignty model examines choice in the absence of such institutional constraints on students as grades and course requirements, but in terms of constraints internal to the student as relative aptitudes, time and income. The choice

model is then considered with institutional restraints present and is measured against some empirical evidence. Test data on a group of senior students at the University of Delaware in 1970 confirmed the hypothesis that institutional constraints reinforced the curricular choices students made based on their relative aptitudes. (Author)

ED 074 974 HE 003 957
Condliffe, Peter G. Furnia, Arthur H.
Reform of Medical Education. The Role of Research in Medical Education.
Fogarty International Center (DHEW/PHS), Bethesda, Md.
Pub Date Oct 71
Note—193p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-208-093; MF-\$1.45); Superintendent of Documents, U. S. Government Printing Office Washington, D. C. 20004 (HC-\$2.25; HE-20.3710.7)

Document Not Available from EDRS.

Descriptors—Conference Reports, *Higher Education, *Medical Education, *Research, *Scientific Research, *Teacher Improvement

This book is the second of a series of conference proceedings on problems of medical education held by the Fogarty International Center. The participants discussed the value of research in medical education, research as a teaching tool, research and the teaching of community medicine, concepts of medical education, the role of the school of medicine in the conduct of research, laboratory training of medical students, and research and the teaching of clinical medicine. (Author)

ED 074 975 HE 003 958
Hottle, George A.
Microbiology in Scotland and Northern England.
Office of Naval Research, London (England).
Report No.—ONRL-R-34-71
Pub Date Jul 71
Note—27p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD 729 638; HC-\$3.00; MF-\$0.95)

Document Not Available from EDRS.

Descriptors—College Faculty, *Higher Education, *International Education, Microbiology, Noninstructional Responsibility, Professors, *Research, *Scientific Research, *Scientists

This document presents a report of medical microbiological research at the universities of Edinburgh, Glasgow, Aberdeen and Newcastle. The article further stresses the difficulties of the scientists as they face their three-fold responsibilities of teaching, diagnostic work and research. (HS)

ED 074 976 HE 003 959
Andrilla, Joseph John McGee, Bernard James
A Study of the Monetary Value of the Master's Degree in Management Issued by the Naval Postgraduate School.
Naval Postgraduate School, Monterey, Calif.
Pub Date Dec 70
Note—36p.

Available from—National Technical Information Service, Springfield, Va. (AD-721 568; HC-\$3.00; MF-\$0.95)

Document Not Available from EDRS.

Descriptors—Attitudes, Attitude Tests, *Graduate Study, *Higher Education, *Management Education, *Masters Degrees, *Military Personnel, Retirement, Salaries

A survey of attitudes and opinions held by various industrial companies was conducted to determine: 1) employment opportunities, and 2) possible starting salaries for retired officers holding master's degrees in management from the Naval Postgraduate School. A questionnaire was mailed to selected members of the business community and local government agencies throughout the country. Results showed that over 61 percent had not heard of the Naval Postgraduate School program. There was preference for recently graduated civilians over retired officers, although 84 percent employed retired officers. Forty-two percent showed a pay range from \$15,000 to \$20,000. The majority indicated that a graduate degree would enhance starting salaries from \$1,000 to \$5,000 annually. Approximately 60 percent would welcome the receipt of resumes from retired officers. The report gives a summary of the data and recommends the direction of future research. (Author)

ED 074 977 HE 003 961
Thorne, Carlton Eugene

The Air Force Advanced Education System.
Air Force Inst. of Tech., Wright-Patterson AFB, Ohio. School of Engineering.
Pub Date Jun 70
Note—128p.

Available from—National Technical Information Service, Springfield, Va. (AD-874 248; HC-\$3.00; MF-\$0.95)

Document Not Available from EDRS.

Descriptors—Classification, Costs, *Doctoral Degrees, Educational Programs, *Graduate Study, *Higher Education, *Military Personnel, Military Schools, *Motivation, *Statistical Data

The report systematizes graduate education in the Air Force and examines all elements of the system as they relate to the system objectives. It covers the establishment of advanced degree requirements, the sources of graduate degrees, and the utilization of advanced degrees. The report contains the annual production of advanced degrees by sources, with emphasis on gains and losses during fiscal year 1969. The factors that affect the retention of officers with advanced degrees are examined. A proposed advanced education model is presented that will incorporate all sources into the system. (Author)

ED 074 978 HE 003 978
The Curriculum in Quantitative Methods: A Task Force Report.

Association of University Programs in Hospital Administration, Washington, D.C.
Pub Date Jan 73
Note—39p.

Available from—Association of University Programs in Hospital Administration, One Dupont Circle, Suite 420, Washington, D. C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *Administrative Principles, Administrator Background, *Administrator Education, *Health Occupations Education, *Higher Education, *Management Development

One of the enduring questions in health administration concerns the transferability of management expertise from industry to the health enterprise. Some observers hold that the efficiencies associated with industry reflect methods and skills that are widely applicable and somehow lacking in the health field. Thus, the task force responsible for this report was charged with studying the use of quantitative methods within the curriculum for health administrators. The specific charge of the task force was: (1) to examine the existing curriculum pattern; (2) to develop a concept of what exposure to the area is indicated; and (3) to develop materials that assist the graduate programs in teaching effectively in the curriculum area. This report suggests that quantitative methods, one of the key management skill areas, has been underrepresented in the curriculum in terms of potential value to health management. (Author/HS)

ED 074 979 HE 003 980
Fisher, Kathleen M.

Report of the Task Force on the Status of Women at the University of California, Davis.
California Univ., Davis.
Pub Date Jun 72
Note—344p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Equal Opportunities (Jobs), *Feminism, *Higher Education, *Sex Discrimination, Women Professors, *Womens Education, Working Women
Identifiers—Davis, *University of California

The charge given to the Task Force on the Status of Women at the University of California, Davis, was to determine the employment opportunities for women on the Davis campus. The Task Force addressed itself primarily to 4 major employment categories: non-academic staff, academic staff, faculty, and administration, with lesser consideration given to employment opportunities for female students. The data consist basically of analyses of the distribution of men and women currently employed within each of the 4 employment categories. Further analyses include examinations of sexual profiles over time, studies of hiring and promotional patterns for men and women, comparisons of qualifications and salaries for female-typed jobs and male-typed jobs, and comparisons of the proportions of

women employed in specific areas to the proportion of women available in the work forces for those areas. The Task Force attempts to identify and define problem areas in which employment opportunities for women do not appear to be the same as those for men. Specific courses of action are recommended to implement changes in these areas. (Author/HS)

ED 074 980 HE 003 981
Trivett, David A.

Small College Management: Key to Survival. Research Currents.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date Mar 73
Note—4p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (1 to 10 copies \$1.5 each; over 10 copies \$1.0 each)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Colleges, *Educational Administration, Educational Economics, *Educational Finance, Enrollment, *Financial Problems, *Higher Education, Management

The problematic survival of the small, usually private college or university plagues those concerned with higher education in the U.S. Faculty, administrators, students and trustees see an uncertain future for their institutions. However, changes in management, cost reduction, and income production enhance the chances for survival of threatened institutions. This paper reviews the fiscal and enrollment crisis and institutional trouble-spots. Management concepts that encourage more effective resource use are described and instructional and operating cost-cutting strategies are explained. The paper concludes with a description of income production methods that emphasizes admissions-marketing and institutional uniqueness. (Author)

ED 074 981 HE 003 984
Clark, David G. Huff, Robert A.

Instructional Program Budgeting in Higher Education.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.
Pub Date Sep 72
Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Budgeting, Budgets, *Educational Economics, *Educational Finance, *Higher Education, *Management Systems, *Program Budgeting, Program Costs

This document illustrates one approach to the preparation of an instructional program budget and how it might be used to enhance the allocation of scarce resources in higher education. The ideas presented here are intended only as an introduction and will provide the reader with a brief overview of program budgeting as the term is currently used at the National Center for Higher Education Management Systems (NCHEMS). The examples shown draw upon information that will be generated by forthcoming NCHEMS cost simulations models, particularly the Resource Requirements Prediction Model (RRRM) 1.6. This booklet focuses only on an institution's direct instructional expenditures. No costs for activities such as research, libraries, student counseling, physical plant operations, or academic administration are reflected in either the organizational unit line-item budgets or in the instructional program budgets illustrated. (Author)

ED 074 982 HE 003 988
Hopkins, David S. P.

The Influence of Appointment, Promotion, and Retirement Policies on Faculty Rank Distributions.

Stanford Univ., Calif. Academic Planning Office.
Report No.—R-72-2
Pub Date Jul 72
Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, Faculty Promotion, Faculty Recruitment, *Higher Education, Occupational Mobility, Professors, *Promotion

(Occupational), Retirement, Teacher Recruitment, Teacher Retirement, *Teacher Welfare, *Tenure

The purpose of this paper is to demonstrate how certain personnel practices influence the ability of a university to achieve and maintain a desirable faculty rank distribution and new appointment rate when the faculty size is fixed. A mathematical model is formulated that relates faculty size, promotion rates, and tenure and non-tenure lifetimes to the proportion in tenure and the annual appointment rate. Real data from the School of Humanities and Sciences at Stanford University is used to analyze the effects of several different appointment, promotion and retirement policies in that School. Equilibrium results are obtained to indicate what would happen if a given set of policies were followed for a long period of time and all behavioral parameters were to remain fixed. In addition, a short-run analysis is performed to investigate the extent to which an undesirable faculty rank distribution can be changed over the next ten years under alternative personnel policies. (Author)

ED 074 983 HE 004 010

Institute for Training Minority Group Research and Evaluation Specialists II.

New York Univ., N.Y. Inst. of Afro-American Affairs.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Higher Education Research.

Bureau No—BR-1-0310

Pub Date 30 Sep 72

Grant—OEG-0-4729

Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Disadvantaged Groups, *Educational Programs, Educational Research, *Educational Researchers, *Higher Education, *Institutes (Training Programs), *Minority Groups, Negro Education, Summer Institutes

The Institute for Training Minority Group Research and Evaluation Specialists II consisted of 3 elements: (1) a 6-week graduate course at New York University during the 1971 summer session for 15 minority group individuals to provide training in research design, statistics, data collection and analysis, and report writing; (2) the inclusion of 3 professors from predominantly black institutions to act as professional research associates in the Institute in order to assist black colleges to develop staff expertise in research training; and (3) a workshop at the 1972 AERA meeting for the participants of the summer workshop to provide opportunities for them to reinforce and supplement their research skills and to attend meetings at the convention. Evaluation of the program indicates that the program was successful in that 13 of the 15 participants are doing some work in educational research and exhibited a moderate rate of retention of theoretical research and statistical principles 6 months after the summer workshop. (Author)

ED 074 984 HE 004 011

Wolf, W. C., Jr.

The Development of Three Applied Research Training Programs.

Massachusetts Univ., Amherst. School of Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Higher Education Research.

Bureau No—BR-6-1877

Pub Date Aug 72

Grant—OEG-0-71-3484(520)

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Programs, Educational Research, *Educational Researchers, Graduate Study, *Higher Education, *Professional Education, *Research Skills

A core staff was assembled at the University of Massachusetts in 1966 to establish doctoral level programs to train individuals for applied research positions within the pedagogical community. These programs attempted to develop curriculum and instruction research, research evaluation, and research diffusion competencies. A total of 45 individuals received fellowships over the 6-year project span. The 40 fellows who completed the program are presently employed as follows: 15 accepted college teaching positions, 6 accepted

public school administration positions, 6 accepted staff appointments or project directorships within research and development centers, 4 accepted secondary school teaching positions, and 4 accepted combination college teaching/administration positions. Program evaluations revealed the fellows to be better trained for available jobs than most graduate student peers and revealed the programs evolved to be most appropriate for training applied educational researchers. (Author/HS)

ED 074 985

HE 004 012

Beazley, Richard M.

Higher Education Salaries 1967-68.

National Center for Educational Statistics (DHEW/OE), Washington, D.C. Higher Education Surveys Branch.

Report No—OE-53015-68

Pub Date 70

Note—63p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.60; HE 5.253:53015-68)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Faculty, *Higher Education, *Professors, *Salaries, *Statistical Data, *Teacher Salaries

This publication presents data on the salaries of higher education institution employees throughout the United States. Although the survey, a part of the second higher education General Information Survey (HEGIS), was concerned with all employees of institutions, particular emphasis was placed on the salaries and other characteristics of administrators and faculty. The salary data are presented in tables by control of the institution, region, academic rank of the faculty member, and length of contract of the faculty member. (HS)

ED 074 986

HE 004 013

Hooper, Mary Evans

Earned Degrees Conferred: 1969-70 Summary Data.

National Center for Educational Statistics (DHEW/OE), Washington, D.C. Higher Education Surveys Branch.

Report No—DHEW-OE-72-65

Pub Date 72

Note—43p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.50; HE 5.254:54013-70)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bachelors Degrees, College Majors, *Degrees (Titles), *Doctoral Degrees, *Higher Education, *Masters Degrees

This document presents a report of earned degrees conferred by institutions of higher education in the United States in 1969-1970. Some of the highlights of the report include: (1) 1,072,581 degrees were conferred at the bachelor's and higher levels at 1,617 institutions; (2) publically controlled institutions awarded 65% of all degrees; (3) publically controlled institutions awarded 66% of all bachelor's degrees, 42% of all first-professional degrees; 65% of all master's degrees, and 64% of all doctoral degrees; (4) 54% of all bachelor's degrees were in the areas of education, social sciences, and business and commerce; (5) 60% of all master's degrees were in the areas of education, social sciences, and business and commerce; and (6) 47% of all doctoral degrees were in the areas of education, the physical sciences, and the social sciences. (HS)

ED 074 987

HE 004 014

Plant, Walter T.

Personality Changes Associated With a College Education.

San Jose State Coll., California. Dept. of Psychology.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Report No—CRP-348

Pub Date [62]

Contract—OEC-SAE-7666

Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Changing Attitudes, *College Attendance, College Students, *Higher Education, *Personality Change, Student Attitudes, *Student Characteristics, *Student Development

The purpose of the present study was to determine, through a longitudinal study of persons differing in amount of higher education over a 2-year and a 4-year period, whether or not there are changes in personality characteristics associated with college education. Thus, the study was made of over 2,000 persons, part of whom attended college or were studied for 2 years and the rest of whom attended college or were studied for 4 years in the years 1958 through 1962. Results of the study indicate that personality changes in persons of that time did occur in measured ethnocentrism, authoritarianism, and dogmatism, regardless of the amount of college education that the persons attained. All change was in the direction of decreased ethnocentrism, authoritarianism, and dogmatism, indicating that with youth aspiring to a college education, changes in personality will occur regardless of whether or not they actually attend college. (HS)

ED 074 988

HE 004 015

Podolsky, Arthur

Basic Student Charges 1968-69.

National Center for Educational Statistics (DHEW/OE), Washington, D.C. Higher Education Surveys Branch.

Report No—OE-52005-69

Pub Date 70

Note—8p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.10; HE 5.252:52005-69)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Costs, *Educational Finance, *Higher Education, Statistical Data, *Student Costs, *Tuition

The tables in this report present data on the typical charges to students for the academic year 1968-69. Included are data on tuition and required fees, room and board, classified by the students' level (Undergraduate or graduate), sex (for room and board charges only), and residence. The institutions making these charges are classified by institutional size, control, and level of offering. In addition, the tables differentiate between charges for in-state and out-of-state students. (Author/HS)

ED 074 989

HE 004 016

Financial Statistics of Institutions of Higher Education. Commentary on Endowment, 1965-66 and 1966-67.

National Center for Educational Statistics (DHEW/OE), Washington, D.C. Higher Education Surveys Branch.

Report No—OE-52014

Pub Date [68]

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Economics, *Educational Finance, *Higher Education, *Statistical Data

As data were acquired in response to the finance questionnaire of the Higher Education General Information Survey (HEGIS) for 1966-67 and 1967-68, it became obvious from the responses and from the questions of the users of the data that the data on the endowment funds required more extended review and discussion. Therefore, this discussion of endowments is presented to clear up misconceptions about the quantity, function, and significance of endowment funds held by institutions of higher education. A bibliography is included to guide the interested reader to other studies on the subject, and the statistical tables presented in the HEGIS report are duplicated here for ready reference. (Author/HS)

ED 074 990

HE 004 017

Daluke, Harold L., Mertins, Paul F.

Distribution of Physical Facilities Among Institutions of Higher Education Grouped By Level, Control, and Enrollment Size Fall 1968.

National Center for Educational Statistics (DHEW/OE), Washington, D.C. Higher Education Surveys Branch.

Report No—OE-51018

Pub Date 70

Note—40p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.45; HE 5.251:51018)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Facilities, *Facility Inventory, *Facility Utilization Research, *Higher Education, *Statistical Data

This report summarizes survey data on physical facilities in institutions of higher education in 1968, relates them to enrollments for the same period, and contrasts them with a somewhat similar analysis in 1957. The analysis highlights the differences between groups of colleges and universities classified by institutional control, level, and enrollment size in the distribution of their physical facilities among various room types and the organizational units to which they were assigned. Institutional facilities were also analyzed on the basis of ratios of square feet to number of students and compared with similar data for 1957. (Author/HS)

ED 074 991

HE 004 018

Mertins, Paul F.

Financial Statistics of Institutions of Higher Education: Student Financial Aid, 1966-67.

National Center for Educational Statistics (DHEW/OE), Washington, D.C. Higher Education Surveys Branch.

Report No.—OE-52011-67

Pub Date Jun 69

Note—74p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (0.65; FS 5.252:52011-67)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, *Financial Support, *Higher Education, *Scholarship Loans, Student Costs, *Student Loan Programs

This document presents data on student financial aid in higher education institutions for academic year 1966-67. Highlights of the findings include: (1) student financial aid totaled \$1.3 billion; (2) non-Federal sources provided more of this aid than did Federal sources; (3) the student aid was divided almost equally between public and private institutions; (4) undergraduate students received most of the aid funds; (5) among the publicly controlled institutions, universities led other 2- and 4-year institutions in the amounts of aid disbursed; (6) among the privately controlled institutions, other 4-year institutions led the universities and 2-year institutions in the amounts of aid disbursed; and (7) among the geographical regions, there appeared to be a direct relationship between numbers of students enrolled and amounts of student aid disbursed. (HS)

ED 074 992

HE 004 019

Cataura, Osvaldo Terrassa, Juan A.

The Social-Action Role of the University: San Juan, Puerto Rico. A Study of the Torrecilla Baja (Pinones) Community. Final Report.

Puerto Rico Univ., Rio Piedras. School of Architecture.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.—BR-1-B-085

Pub Date Dec 72

Grant—OEG-2-71-0085

Note—119p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Community Service Programs, *Field Experience Programs, *Higher Education, *International Education, *Social Responsibility

This document presents a report of an experimental community service program that took place in Torrecilla Baja (Pinones), a suburban sector of San Juan, Puerto Rico, from June 30, 1971 through May 30, 1972. Students and faculty alike participated in the program, trying to develop recreational and other programs for the 1,300 underprivileged persons living in the area. The project, although not as successful as was originally hoped due to constraints of time and inadequate personnel, is deemed to have been worthwhile in the development of the students. It is felt that the students involved were able to develop a social consciousness not previously evident. In addition, a strong student-faculty relationship was formed that was beneficial to both. (HS)

ED 074 993

HE 004 020

Begin, James P.

Faculty Bargaining: A Conceptual Discussion. Final Report.

Rutgers, The State Univ., New Brunswick, N.J. Inst. of Management and Labor Relations.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.—BR-1-B-082

Pub Date Feb 73

Grant—OEG-2-710082

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Collective Bargaining, *Collective Negotiation, *College Faculty, *Higher Education, *Professors, Teacher Militancy

The purpose of this research is to set out a conceptual framework for explaining variations in the impact of faculty bargaining on institutions of higher education. The conceptual framework is presented in 3 parts. First, a model of the bargaining exchange process is sketched out. Second, an input model describing the structures, processes and behavioral relationships (independent variables) affecting the operation of the bargaining exchange process is developed. Third, an output model identifying the expected consequences of faculty bargaining (dependent variables) is presented. While faculty organizations are likely to have important effects on institutions of higher education, the framework developed illustrates that generalizations concerning the extent of the impact of faculty bargaining are extremely hazardous without determining the way in which forces internal and external to a particular system operate through the bargaining system parameters to produce differential collective bargaining effects. (Author/HS)

ED 074 994

HE 004 071

The Status of Faculty Women at Indiana State University. A Survey.

Indiana State Univ., Terre Haute.

Pub Date Nov 72

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Equal Opportunities (Jobs), Females, *Feminism, *Higher Education, *Sex Discrimination, *Women Professors, Working Women

This document presents the results of the investigation of the President's Commission on the Status of Faculty Women at Indiana State University. The study indicates that discrimination in varying degrees does exist on the Indiana State University campus, a condition that has been declared unconstitutional by the Federal government. Recommendations are made to alleviate discriminatory practices at the institution. Among these recommendations are the following: (1) the university shall reassert its support of the Civil Rights Act, declaring that it shall not discriminate against persons on the basis of sex or marital status in hiring, promotion, tenure, salary, or in any other area; (2) the President shall require departments or schools with few or no women to examine the national degree lists and actively seek qualified women when appropriate; (3) the administration should conduct periodic checks to see where women remain in rank longer than men in the departments and then examine the procedures and seek explanations to prove that discrimination is not at work in those departments; and (4) the university shall take immediate steps to remedy salary differentials that exist for women presently on the faculty when the salaries of women suffer by comparison with those of men with equal training, comparable contributions to the university, and length of service. (Author/HS)

ED 074 995

HE 004 072

Report on the Status of Women Faculty at Boston State College.

Ad Hoc Committee on the Status of Women, Boston State Coll., Mass.

Pub Date Mar 72

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Faculty, *Equal Opportunities (Jobs), Females, *Feminism, *Higher Education, *Sex Discrimination, *Women Professors, Working Women

Since 1948 when the first two male students were admitted to the previously all female Boston State College, the status, number and percentage of women at the college has declined considerably both in student and faculty ratios. Hiring and promotion practices at BSC have been such that a clear pattern of discriminatory practices against women can now be established, a condition that is clearly in discord with federal legislation. This study compares the salary and rank status of women faculty at BSC to that of men. The comparison is made on the basis of such factors as academic qualifications, tenure

status, length of service at BSC, and rank. It was found that in almost all cases the findings are unfavorable to women. This has led to the inescapable conclusion that, in all these analyses, the significant factor explaining the discrepancies is sex. (HS)

ED 074 996

HE 004 073

Kimmel, Ellen B.

The Status of Faculty Women: A Method for Documentation and Correction of Salary and Rank Inequities Due to Sex.

Pub Date [72]

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Faculty, *Equal Opportunities (Jobs), Females, *Feminism, *Higher Education, *Sex Discrimination, *Women Professors, Working Women

It is an increasingly well-documented fact that women in the American universities suffer from sex discrimination. Recent federal legislation makes it legally as well as morally imperative that employment policies in higher education afford equal opportunity to women. Under the law, institutions under federal contracts must be able to demonstrate positively that no discrimination exists in any aspect of employment and that affirmative action is being taken to remedy the effects of past discrimination. This places the burden of proof on the administration of a college to provide evidence of its innocence, rather than the employee or the Federal government to prove the administration's guilt. This document presents a description of a method utilized at the University of South Florida to find specific corrective measures to eliminate existing and to prevent future sex discrimination. It was first used for documentation purposes and subsequently for corrective ones. (Author/HS)

ED 074 997

HE 004 077

Robinson, Lora H.

Women's Studies: Courses and Programs for Higher Education.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Note—54p.; Research report no. 1

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, *Females, *Feminism, *Higher Education, Sex Discrimination, *Womens Education, *Womens Studies

Women's studies courses and programs are a relatively new phenomenon at higher education institutions. The author develops the view that women's courses and programs were created in response to issues raised by the Women's Liberation Movement. The central concern is that women be fairly represented in traditional disciplinary subject matter. Existing courses and programs are surveyed and conjectures are made about their future status in the college or university curricula. (Author)

ED 074 998

HE 004 078

Bender, Robert L. Riegel, Paul S.

Who's Reading What in Higher Education. Research Currents.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 73

Note—4p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (1 to 10 copies \$.15 each; over 10 copies \$.10 each)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Faculty, Curriculum, *Factual Reading, *Higher Education, *Reading, *Reading Materials

As a result of interest expressed in an earlier survey, a questionnaire was sent to more than 600 professors that asked each professor to

identify his or her area of specialization within the field of higher education and provided space for the respondent to list up to 10 books considered basic reading for a student specializing in that area. Fourteen categories were designated by five or more respondents as those that encompassed their major areas of interest in the field of higher education. These categories are: (1) History of Higher Education; (2) Comparative Education; (3) Higher Education; Sociology and Change; (4) Governance; (5) Administration and Organization; (6) Finance; (7) Curriculum and Instruction; (8) College Teaching; (9) Research, Planning, Assessment and Evaluation; (10) The Community College; (11) Student Personnel Work and Counseling; (12) The College Student and Student Development; (13) Adult and Continuing Education; and (14) Teacher Education. A rank-order listing of the most frequently recommended books is presented under each of the headings. (Author/HS)

ED 074 999 HE 004 079

Clark, David G. And Others
Introduction to the Resource Requirements Prediction Model 1.6.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Lab. and Center Transition.

Report No.—TR-34A

Pub Date 73

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Budgeting, *Educational Administration, *Educational Finance, Educational Planning, *Higher Education, *Management Systems, Planning, Program Budgeting

The Resource Requirements Prediction Model (RRPM) 1.6 is an instructional cost simulation model for use in all types of postsecondary institutions including community colleges, vocational schools, and large and small 4-year institutions with or without major research activities. The model provides institutions with a tool with which to analyze various institutional alternatives for the utilization of a limited set of resources. In addition, RRPM 1.6 generates information necessary for the preparation of instructional program budgets. Institutional data, either historical or projected, may be put into the model. The model then calculates the program cost information and implied resource requirements to undertake any given series of programs. RRPM generates 4 different types of reports: (1) organizational unit reports providing line-item budgets for various organizational units within the institution; (2) program budget reports indicating the discipline or department contributions to various instructional programs; (3) institutional summary reports; and (4) formatted display reports that show all parameter data for the institution. (Author/HS)

ED 075 000 HE 004 080
Resource Requirements Prediction Model 1.6 Reports.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-34B

Pub Date 73

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Budgeting, Educational Administration, *Educational Economics, *Educational Finance, Educational Planning, *Higher Education, Planning, *Resource Allocations

The Resource Requirements Prediction Model (RRPM) 1.6 is a model by which college and university administrators might determine their own budgetary requirements at their own institutions. This document presents data concerning budgets at institutions already using RRPM 1.6. Summing all three organizational levels for all organizational units, the program displays totals for the institution. These reports are referred to as Organizational Budgets. The next report, the Program Budget, displays the data for each user-defined program. The final report, the Institutional Summary report, displays not only the data associated with instruction, but also the data related to other user-defined, noninstructional activities. (Author/HS)

ED 075 001 HE 004 081

Higgins, E. Eugene And Others

Inventory of Physical Facilities in Institutions of Higher Education Fall 1969.

National Center for Educational Statistics (DHEW/OE), Washington, D.C. Higher Education Surveys Branch.

Report No.—DHEW-OE-73-11401

Pub Date 72

Note—57p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$.60; Catalog No. HE 5.2)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Facilities, *Facility Inventory, *Facility Utilization Research, *Higher Education, *Space Classification

This document presents an inventory of physical facilities in institutions of higher education in fall 1969. Some of the highlights of the report are: (1) Institutions of higher education had an estimated total of about 1.7 billion square feet of gross floor area as of September 1969 of which about 1.1 billion square feet were classified as assignable space. (2) Publically controlled institutions, with 72% of the full-time equivalent enrollment, had about 60% of the total gross area based on these estimates. (3) When space was classified by room type, the largest amount of assigned area was residential, accounting for 32% of the total, and only about 8% of the total assigned area consisted of classrooms. (4) Academic facilities, including classrooms, laboratories, offices, and libraries, accounted for about 62 assignable square feet per FTE student. (5) Privately controlled 4-year institutions had about 93 square feet of residential area per FTE student, as compared with only about 56 square feet in publically controlled 4-year institutions. (Author/HS)

ED 075 002 24 HE 004 082

Olivier, Maurice E. Barnes, Everett W., Jr.

Planning for Educational Decision-Making in the 70's. University of New Hampshire Summer Research Training Institute. Final Report and Supplementary Appendix D.

New Hampshire Univ., Durham. Bureau of Educational Research and Testing Services.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Higher Education Research.

Bureau No.—BR-0-0579

Pub Date Jul 71

Grant—OEG-0-7-70-4474

Note—511p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—*Educational Research, Educational Researchers, *Higher Education, Institutes (Training Programs), *Research Methodology, *Research Skills, Summer Institutes

In the summers of 1967 through 1970, summer institutes were held at the University of New Hampshire, Durham to train those involved in the field of higher education with various research methods. Although the initial institute participants consisted mainly of classroom personnel from New Hampshire, the participants in the three subsequent programs included educational administrators, area specialists and project directors who were actively involved in a variety of Federal, regional, state and local educational organization efforts. This document focuses on two major evaluative targets: (1) an evaluation of the 1970 summer institute efforts, and (2) a longitudinal-based assessment of the instructional effectiveness of the 1967-70 institute programs separately and in the aggregate. The results of these assessments include not only substantive data, but also their associated recommendations. (Author/HS)

ED 075 003 HE 004 083

Jameson, Barbara And Others

The General Public Views the University: A Report of Community Interviews.

Pittsburgh Univ., Pa. University Urban Interface Program.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Higher Education Research.

Bureau No.—80725

Pub Date Mar 73

Grant—OEG-29-480725-1027

Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Programs, Community Services, *Higher Education, *Perception, Programs, *Public Opinion, *Urban Universities

In 1972 the University-Urban Interface Program (UIIP) of the University of Pittsburgh, a community service project, conducted 60 interviews with people living in the Pittsburgh area. These interviews focused upon the expectations people have of the university, how they get information about the university, and how they perceive the channels of communication between the university and the community. Although each of the segments of the general public stressed different news media as their source of general and university news, all of the groups made great use of television as a source of general news. It was also found that the general public are divided in their opinions as to the roles a university should play. Most of the respondents had a rather vague idea as to what is possible in terms of the contributions a university can make to society. It is concluded that if the community at large is to be asked to support the university, the community will have to be given a much broader understanding of the various possible roles a university might play. In addition, the community will also have to be made aware of what the ramifications are if the university assumes added roles or chooses not to become involved in some areas of endeavor. (Author/HS)

ED 075 004 HE 004 084
The Status of Professional Women at the University of Wisconsin: Proposals for Change.

Association of Faculty Women, Wisconsin Univ., Madison.

Pub Date 20 Apr 71

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Faculty, *Equal Opportunities (Jobs), Females, *Feminism, *Higher Education, *Sex Discrimination, *Women Professors, Working Women

The Association of Faculty Women of the University of Wisconsin has prepared this brochure to present facts about the status of professional women at the university, and recommendations for improving it. The brochure deals with problems in the area of hiring, promotion and salaries. It has been found that a state of inequality exists at the university between men and women. The former include (1) a statistical analysis of the number and ranks of women in the university, by department, as compared to men; and (2) a study of faculty salaries at the University of Wisconsin. There is an urgent need to remedy this situation. Federal law requires that special efforts be made to correct existing inequities. This means that everyone concerned with employment should search more diligently for qualified women, and that until existing inequities have been eliminated, priority must be given to employment and promotion of women over men equally qualified for specific posts in accordance with objective academic criteria. In addition, the right of women students to enter professions of their choice must be matched by a right to equal treatment with men when it comes to employment in the profession. (Author/HS)

ED 075 005 HE 004 085

Ingram, Anne

Beliefs of Women Faculty About Discrimination.

Status of Women Committee, Maryland Univ., College Park.

Pub Date 73

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Faculty, *Equal Opportunities (Jobs), Females, *Feminism, *Higher Education, *Sex Discrimination, *Women Professors, Working Women

This document presents the results of a survey of women faculty at the University of Maryland, College Park, in which they were to (1) indicate the most critical problems facing women at the university; and (2) provide facts that illustrate a specific pattern of discrimination or specific problems observed or experienced at the university. The women faculty considered the crucial issues in descending order to be: (1) unequal pay for equal work when qualifications are equivalent (64%); (2) practices in promotion (61%); (3) unequal opportunities for advancement (61%); (4) practices in recruiting and hiring (46%); and (5) nonwritten practices that are discriminatory (43%). Statements on actual discriminatory practices are included in the report. (HS)

ED 075 006

HE 004 086

Lounsbury, Jerald Elbert

An Analysis of the Satisfaction with College Experienced by Special Project Students, Primarily Inner-City and Negro, at a Non-Metropolitan University as Measured by the College Student Questionnaire.

Spons Agency—Central Michigan Univ., Mount Pleasant.

Pub Date [72]

Note—50p.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 72-8735, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—College Students, *Higher Education, *Minority Groups, *Negro Education, *Student Attitudes, Student Experience, *Student Reaction

The purpose of the present study was to determine whether minority students were more or less satisfied in their relationships with the faculty, administration, major field of study, and other students at Central Michigan University than were the majority students. It was found that the minority students were less satisfied with the procedures of the administrative offices and the way rules and regulations affected them than were the majority students. The other area of greater dissatisfaction for the minority students than for the majority was with their major field of study. The study indicates that minority students have an uncertainty in commitment to their fields, that they may have made their choices of majors just recently, that they may be unhappy with departmental procedures and the quality of instruction that they have received in their major fields. There were no differences in perceived satisfactions in contact with the faculty between minority and the majority students, and in the area of satisfaction with fellow students, it was found that there were no differences. (HS)

JC

ED 075 007

JC 730 076

Increasing the Effectiveness of Educational Management in Community Colleges. Project USHER.

Battelle Memorial Inst., Columbus, Ohio.; League for Innovation in the Community Coll., Los Angeles, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date Jan 73

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Principles, *Community Colleges, Community Involvement, *Educational Administration, Educational Improvement, *Management Education, *Management Systems, *Models, Post Secondary Education, Program Descriptions, Student Participation

Identifiers—*Project USHER

As a part of Project USHER (Uniting Science and Humanness for Educational Redesign), a program is being carried out to increase the effectiveness of educational management in the nation's community colleges. The management model chosen to accomplish this goal unites the management-by-objectives model and the participative management model, and is called "humanistic management." The rationale for this management philosophy is based on three propositions: (1) Science-based management can be adapted to educational systems; (2) The human dimension of educational management is best reflected in the active involvement of the educational community; and (3) The scientific dimension of management and the human dimension can be united effectively through participative management by objectives. The model is described in relation to the management functions of planning, programming, budgeting, and evaluation. Four interrelated program objectives are: (A) to develop an operational management model; (B) to develop a management training system; (C) to develop a management guide; and (D) to disseminate the results of the total management program on a national basis. Four program projects, one for each of the objectives, are summarized. It is believed that active participation in the management program has the potential for the following benefits: (1) more effective educational programs for students; (2)

more effective supportive programs; (3) a rational basis for the allocation of resources; (4) improved staff development and staff morale; (5) improved communication; and (6) a means for demonstrating educational accountability. (DB)

ED 075 008

JC 730 078

Clackamas Community College Master Planning Program. Final Report.

Thompson Associates, Redwood City, Calif.

Spons Agency—Clackamas Community Coll., Oregon City, Ore.

Pub Date 31 Jan 73

Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Campus Planning, *College Planning, Community Colleges, *Educational Facilities, *Master Plans, Post Secondary Education, School Community Relationship, Technical Reports

Identifiers—*Clackamas Community College, Oregon

A study aimed at the development of alternative solutions to building and campus planning problems of the Clackamas Community College (Oregon City, Oregon) is reported. The two main objectives of the study were: (1) to evaluate the current proposed solution (Community Center Building) to the college's need for a community/student center facility; and (2) to review and study the existing long-range plan with the objectives of: evaluating the established ultimate campus size or capacity on which the present long-range plan has been based; review the existing educational specifications; and develop a revised long-range plan which includes a tentative construction schedule. The sections of the report are: Summary and General Recommendations; Community Center Building; Master Planning Program; Existing Space Utilization; Enrollment Projections; Training; Long-Range Facilities Planning; and Appendix A (Letters and Planning Matrix). (DB)

ED 075 009

JC 730 079

Girdner, Jerry H.

[Counselor-Counselee Ratios in California Junior Colleges 1972-1973.]

West Valley Junior Coll., Campbell, Calif.

Pub Date 19 Apr 73

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, *Counseling, *Counseling Services, *Counselor Client Ratio, *Counselors, Post Secondary Education, School Surveys, Statistical Data

Identifiers—*California

The findings of the eighth annual study of the counselor-counselee ratio among the 92 California public community colleges, as based on Fall semester records of 1972-73, are provided. The seven preceding surveys were previously reported (see ED 059 712). In determining the ratios, all colleges were asked to include only that portion of a counselor's time devoted to individual and group counseling, and all were asked to use the same criteria in reporting full- and part-time students enrolled in day graded classes. Of the 92 colleges, 75 operate on the semester plan and the remaining 17 are on the quarter system. The counselor-counselee range for semester colleges is from 1:359 to 1:1045; for quarter colleges, the range is 1:307 to 1:926. The semester colleges employ 659.33 full-time equivalent (FTE) day counselors to serve 397,086 day graded students, an average of 1:603, whereas the quarter colleges employ 105.25 FTE counselors for 50,360 day graded students, an average of 1:531. The total number of students in day graded classes decreased by 5791 (1.28%). The ratio of FTE counselors as compared with FTE day instructors for semester colleges was an average of 1:18.61, and for quarter colleges, the average was 1:16.18. Of the colleges, 89 (97%) indicated that there were now using or planned to use next year paraprofessionals in the student personnel area. The normal work week for full-time counselors ranged from 40 to 22-1/2 hours, with an average of 33.8. The rank order of the colleges for 1972 and 1971, together with number of FTE counselors, students in day graded classes, ratio of counselors to day instructors and to counselees, is tabulated. (DB)

ED 075 010

JC 730 080

Wojciechowski, William A.

CCAF: Introspect to Innovation.

Community Coll. of the Air Force, Randolph AFB, Tex.

Pub Date [72]

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Planning, *Community Colleges, Educational Certificates, Educational Innovation, *Enlisted Men, Military Air Facilities, Military Personnel, Post Secondary Education, Program Descriptions, *Technical Education, *Transfer Programs

Identifiers—*United States Air Force

The philosophy, objectives, and design of the Community College of the Air Force (CCAF) are discussed. The seven campuses of the CCAF are drawn together around the CCAF administrative functions, which provide a career-oriented institutional context. The primary objective is to integrate the on-duty Air Force technical training and voluntary college-level education of Air Force personnel into a pattern with which to satisfy individual desires for career progression. The related education segments of CCAF programs depend on voluntary course work at any of the civilian community colleges and four-year institutions that conduct classes on or near Air Force installations. The culmination of the CCAF programs is award of the Career Education Certificate. The eight career areas in which CCAF students may major, depending upon their particular Air Force specialties, are: administration and management, aircraft maintenance, communications, crafts and trades, distribution services, electro-mechanical, health care services, and public services. These career areas are subdivided into approximately 75 individual programs, which parallel as closely as possible the post-secondary, two-year programs at accredited schools. (DB)

ED 075 011

JC 730 081

Wojciechowski, William A. Hayes, Robert E.

CCAF: A Lesson in Space Age Curriculum Development.

Community Coll. of the Air Force, Randolph AFB, Tex.

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Planning, *Community Colleges, *Curriculum Development, Educational Certificates, *Enlisted Men, Military Air Facilities, Military Personnel, Post Secondary Education, Program Descriptions, *Supervisory Training, *Technical Education, Transfer Programs

Identifiers—*United States Air Force

The Community College of the Air Force (CCAF) integrated Air Force technical education with civilian related education, resulting in 77 Career Education Certificate programs. CCAF plots the career education of Air Force enlisted personnel, using service instruction as a core and guidelines established by the U.S. Office of Education and other agencies for two-year occupationally oriented, associate level programs. Certificate programs require a 64-semester-hour minimum, which includes at least 24 semester hours of technical education related to an individual's Air Force occupation, 25 semester hours of related education designed for personal enrichment and to enhance supervisory skills, and 6 semester hours of military management instruction. The related education is obtained primarily from accredited institutions during off-duty time. After the initial development of the 77 career patterns, the curricula were reviewed against specified criteria, modifications were made, and advisory panels were identified for each of the career patterns. Subsequent to an annual review by the advisory panels, career patterns are modified by Career Division analysts as necessary, approved by the Policy Council, and are incorporated into the CCAF catalog for distribution. The catalog provides all pertinent information regarding the CCAF program, including the awarding of the Career Education Certificate. Follow-up studies are conducted to determine the effectiveness of the program in preparing the personnel for the roles of technician and supervisor, as well as to provide for continuous CCAF program development. A flow chart is provided of the educational programs. (DB)

ED 075 012

JC 730 082

Dallas, Gladys E.

Attrition Prevention Through Counseling Among Community College Students; NORCAL Phase III.

Napa Coll., Calif.

Pub Date [71]

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Community Colleges, Comparative Analysis, *Counseling Effectiveness, *Dropout Characteristics, Dropout Prevention, *Dropout Research, Junior Colleges, Post Secondary Education, Predictive Validity, Questionnaires, Research Methodology, Statistical Data

Identifiers—California, *Napa College

Phase III, the development and testing of experimental programs to reduce the rate of student attrition, of the Northern California Cooperative Research Project (NORCAL) on Student Attrition is reported upon. Phase I of the program was the description and identification of characteristics associated with attrition among Junior College students (see ED 031 240), and Phase II was the development and validation of a predictive model to identify the attrition prone students (see ED 039 879). Student withdrawals in 22 participating community colleges are now being studied in Phase III; this report concerns Napa College only. An experimental and a validation study were conducted at the college. The independent variable was special counseling services. Students in the experimental groups who received special counseling services were compared with those who received routine student services, the comparisons being made at the end of the fall and winter quarters. These comparisons showed that the students who had received special counseling services had a lower attrition rate, a higher enrollment rate, a higher grade point average, and completed more units. The validation study compared, at the end of the fall and winter quarters, the performance criteria of students identified by the NORCAL questionnaire as potential dropouts with students matched on ACT test scores and sex. These comparisons showed that those identified as potential dropouts had a higher attrition rate, a lower reenrollment rate, completed fewer units, and had lower grade point averages. The results of the two studies show that special counseling does help potential dropouts and that the NORCAL questionnaire is valid. A copy of the questionnaire is included. (DB)

ED 075 013 JC 730 083

Community College - Church Project of the Church in Higher Education. Preliminary Report. Project and Community College Institute of Columbia University.

Columbia Univ., New York, N.Y. Community Coll. Inst.; United Ministries in Higher Education, St. Louis, Mo.

Pub Date 73

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, Case Studies, Churches, Church Programs, *Church Role, College Planning, *College Role, *Community Colleges, Conference Reports, Post Secondary Education, Program Descriptions, *School Community Relationship

To discover common concerns and areas of joint effort and actions of churches and community colleges is the purpose of this study. This preliminary report covers the first two phases of the study: recruitment and planning and educational. Participants were representatives from churches and community colleges from six areas of New York and Connecticut who used a case study approach. The actual case studies were used to raise questions of values and personal relationships as well as administrative decisions. After general discussion, college and church personnel from the same community met to explore their specific situations. (RS)

ED 075 014 JC 730 084

Hammons, James O., Ed.

Role of the Academic Dean in Implementing Accountability: Anatomy of a Conference for Deans of Instruction in Two-Year Colleges.

National Lab. for Higher Education, Durham, N.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Lab. Branch.

Pub Date 28 Apr 72

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, *Administrator Role, *College Deans, Community Colleges, *Conference Reports, Consultants, *Discussion Groups, *Educational Accounta-

bility, Inservice Education, Institutional Research, Instructional Innovation, Junior Colleges, *Post Secondary Education, Program Evaluation

A conference for Deans of Instruction of Junior and Community Colleges consisted of prepared papers and special interest discussions, with nationally known resource people available for consultation. This report of the conference includes the contributed papers and summaries of the special interest discussion groups. The prepared papers discuss instructional accountability, institutional research, pre- and in-service training, and instructional changes in two-year colleges. Appendices include evaluation, a questionnaire regarding the feasibility of a workshop, and a list of participants. (RS)

ED 075 015 JC 730 085

Schultz, Raymond E.

Educating for International Understanding: A Role for Community Colleges.

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Responsibility, *College Role, *Community Colleges, *Curriculum Development, Educational Change, Foreign Relations, *International Education, Post Secondary Education, Teacher Attitudes, *World Affairs

Community colleges are in a strategic position to educate citizens to understand international developments, as they provide educational experiences to a large number of grass-roots Americans. In the past, community colleges have placed little emphasis on international understanding because of lack of commitment to international understanding as an educational goal, the conservative orientation of many communities, limitations of faculty backgrounds, lack of effective curriculum materials, and lack of flexibility in the curriculum. Community college administrators need to make a commitment to teaching international understanding, and to help faculty members overcome provincialism. Suggestions for more effective curriculum materials are given. (RS)

ED 075 016 JC 730 086

Smith, Richard R.

The Academic Achievement and Social Mobility of Community College Transfer and Native Students in a Professional Education Program.

Glassboro State Coll., N.J.

Pub Date 27 Feb 73

Note—16p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 27, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Community Colleges, *Grade Point Average, Post Secondary Education, *Professional Education, Questionnaires, Social Mobility, *Socioeconomic Status, Technical Reports, *Transfer Students

Grade point averages of students transferring from community colleges were compared with those of the native students in a professional education program. Questionnaires concerning socioeconomic backgrounds were also analyzed. A significant difference of grade point average existed in favor of native students for the first year. Mean grade point averages rose for both groups in the second semester, the native group's to a greater degree. Differences in socioeconomic status between the two groups did not appear significant, nor were there great differences in the goals of the two groups. (RS)

ED 075 017 JC 730 087

Wermers, Donald J.

Achievement by Junior College Transfer, Four-Year College Transfer, and Native Juniors as Measured by the CLEP General Examinations.

Illinois Univ., Urbana. Office of School and Coll. Relations.

Pub Date Mar 72

Note—25p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Ability, Academic Achievement, College Students, *Junior College Students, Literature, Post Secondary Education, *Socioeconomic Status, Technical Reports, *Transfer Programs, *Transfer Students

Identifiers—CLEP, *College Level Examination Program

The achievements of junior college transfer students, four year college transfer students and native juniors as measured by the College Level Examination Program (CLEP) are compared in this study. The data indicated that junior college transfers rank lower than four-year college transfers and natives in academic ability and socioeconomic status. Junior college transfers also scored lower than other groups on CLEP General Examinations. Differences between the four-year groups were not as clear. In biological sciences, four-year transfer women scored higher than native women; four-year transfer women also achieved higher scores in literature. (Author/RS)

ED 075 018 JC 730 088

Kuznik, Anthony E. And Others

Reverse Transfers: Students who Transfer from Four-Year Colleges to Two-Year Colleges.

Pub Date Feb 73

Note—26p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Colleges, *Counseling, Junior Colleges, *Junior College Students, *Post Secondary Education, Questionnaires, Student Opinion, Teacher Rating, Technical Reports, *Transfer Students, Vocational Education

A questionnaire was developed to obtain the following information about students who transfer from four-year colleges to two-year colleges: (1) demographic; (2) reason for leaving four-year institution; (3) future plans; and (4) comparison between institutions. The majority of reverse transfers came from families with income over \$7,000 whose parents are engaged in work other than unskilled or semi-skilled. Reverse transfers expected to raise their grade-point average more than one point. The four-year college adviser was of greatest help in making academic decisions at the four-year school, but no specific person helped make the decision to enroll in a two year college. In terms of goals, vocational-technical transfers expected to get a job, while arts and sciences transfers expected to continue school. Sixty-one percent of the reverse transfers were happier in the two-year college. Two-year college instructors were rated higher on ability to stimulate thinking and make courses interesting; two-year instructors were also rated higher in their role as counselors. (RS)

ED 075 019 JC 730 089

Beeler, Kent D.

Upper Extension of Two-Year Colleges - The 10 Year Look: 1963-1972.

Pub Date 27 Feb 73

Note—18p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 27, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Change, Coeducation, College Administration, *Educational Change, Enrollment Trends, Junior Colleges, *Longitudinal Studies, *Post Secondary Education, Program Development, Semester Division, *Surveys

A survey was conducted of the number and location of two-year institutional changes that occurred in 77 two-year colleges between the academic years 1962-63 and 1971-72. The extension of 77 junior colleges into four year colleges over the past ten years is discussed. Over 40% of the institutions were church-related, and almost 75% were coeducational. Almost half of the extended colleges had under 500 students. Over 66% of the institutions operated on the semester calendar and most were regionally accredited. (RS)

ED 075 020 JC 730 090

Greenberg, Barry Donlin, R. David

An Input-Output Assessment of Community College Graduates.

Miami-Dade Junior Coll., Fla.

Pub Date Feb 73

Note—23p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Changing Attitudes, *Grade Point Average, Junior Colleges, Post Secondary Education, *Questionnaires, *Student Attitudes, Student Opinion, Technical Reports

Student perceptions of the effect of Miami-Dade Junior College upon the individual student were studied. The Graduate Questionnaire, developed especially for this study, was given to a 25% random sample of Miami-Dade students. The most significant variable in academic achievement was high school grade point average. Students in clubs earned higher grade point averages, as did those who asked questions in class. Females earned higher averages than males. No significant relationship appeared between G.P.A. and attitudinal change; the person most likely to change his convictions did not have strong convictions when entering Miami-Dade. Attitudinal convictions were strengthened in those who enrolled with strong convictions. (RS)

ED 075 021 JC 730 091

Smith, Albert B.

General Systems Theory Provides a Conceptual Scheme for the Classification of Variables in Future Research Designs.

Pub Date Feb 73

Note—19p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, *Input Output Devices, Post Secondary Education, *Program Descriptions, *Research Design, *Research Projects, *Systems Approach, Technical Reports

The growth of research in the community college field is reviewed. The need for a general systems approach to classifying and organizing research designs is stressed. A taxonomy is proposed with major categories of input, process, and outcome variables. A community college is considered ideal for "open systems." The practical value of this taxonomy is demonstrated in an actual case exploring the role of a community college department chairman. (RS)

ED 075 022 JC 730 092

Bromley, Ed.

Two Attrition Studies at Santa Fe Community College.

Pub Date 26 Feb 73

Note—10p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 26, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Role, *Community Colleges, *Dropout Research, Employment, *Followup Studies, Grade Point Average, *Graduates, Post Secondary Education, Technical Reports, Transfer Students

Identifiers—Florida Twelfth Grade Test

Two concurrent studies, full and part-time students enrolled in 1968 and in 1971, were undertaken at Santa Fe Community College to investigate student attrition. The 1968 sample consisted of 43% females and 56% males, with 50% ranging in age from 17 to 20, and 34% married. The graduate group was 40% of the total, but there was no significant difference in score distribution between graduates and nongraduates on the Florida Twelfth Grade Test. The average grade point average for graduates was 3.17; for nongraduates, 2.96. 48% of the graduates were 20 or under. Some 77% of the graduates had requested transcripts to be sent to another institution, as had 35% of the nongraduates. Students who did not reenroll often stated it was for financial, personal, or employment reasons. (RS)

ED 075 023 JC 730 093

Davenport, Ann Adele Mayfield

A Profile of Instructors of Sociology in Junior Colleges of the South.

Pub Date Dec 71

Note—60p.; In fulfillment of requirements for Master of Arts Degree, Texas Tech University

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Junior Colleges, Masters Theses, Personnel Data, Post Secondary Education, Questionnaires, *Sociology, *Teacher Characteristics, Teacher Education, *Teacher Qualifications, Teachers, Teacher Salaries, Teaching Experience, Technical Reports

This masters thesis develops a profile of the junior college sociology instructor teaching in the

Southern region. Most junior college sociology instructors in the South are white Protestants, under 40, and married men. 65% of the respondents attended high school in a small town or rural area; 62% received their entire college background in the South. Only 20% of the instructors were former junior college students. Most received master's degrees from major universities or state colleges; the majority have no doctorate. It appears that one third of the instructors have no more than eight sociology courses, and majored in other fields. The largest source of new junior college teachers is from the high school classroom. Salaries are affected by variables of location and sex. Less than 25% of the sociology instructors engage in research. (RS)

ED 075 024 JC 730 094

Solomon, Barton And Others

A Quantitative and Qualitative Analysis. 1972 August Developmental Project.

City Univ. of New York, Staten Island, N.Y. Staten Island Community Coll.

Pub Date 72

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Freshmen, *Community Colleges, Post Secondary Education, Program Descriptions, Remedial Mathematics, *Remedial Programs, Remedial Reading, *Summer Programs

The College Discovery program at Staten Island Community College implemented a summer program in 1972 for entering freshmen diagnosed, by means of a placement test battery, those needing remedial work in English and math. The goal of the project was to bring these students up to college-level proficiency. Participants re-took the test battery at the end of the summer and filled out a brief questionnaire assessing their views of the program. Participants were counseled during the program individually and in groups. A stipend covering transportation and lunch was given to each student. Students submitted ongoing evaluations of their work and attitudes, teachers submitted weekly evaluations, and grades were based on attendance to encourage a more relaxed atmosphere. At the end of the program, each student received a comprehensive oral and written evaluation from each member of the faculty. More than half the participants demonstrated that they were capable of doing regular rather than remedial work at the end of the program. Others had considerably improved, though remedial work was still needed. Motivation was high, students enjoyed the program, and the group sessions and informality helped to "demystify" the educational process. It is recommended that the program be lengthened from four to six weeks, that enrollment be increased, that the program be mandatory for remedial students, and that the curriculum be expanded. (KM)

ED 075 025 JC 730 095

Schombach, Stanley S. And Others

The Core Experience: A Quantitative and Qualitative Analysis.

City Univ. of New York, Staten Island, N.Y. Staten Island Community Coll.

Pub Date 71

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, *Core Curriculum, *Interdisciplinary Approach, Locus of Control, Post Secondary Education, Program Descriptions, Questionnaires, Student Attitudes, Teacher Attitudes

A Core Program was introduced in the College Discovery Program at Staten Island Community College in fall 1971 to facilitate the breakdown of traditional divisions between academic disciplines, promote greater intimacy in the classroom, and to help students perceive teachers in a more realistic way. Each core was comprised of freshman orientation, math, English, a social science (a different one in each of the four cores), and a core seminar. The variables assessed were grades, attitudes of students and teachers toward the core, and locus of control. Attitudes and locus of control were assessed via questionnaires two weeks after the beginning of the semester and a week prior to the end of the semester. The program did not appear to realize its goals; non-core students tended to rate their class experiences as better or more valuable than did the core students. While teacher ratings were

higher quantitatively than their student ratings, their qualitative comments reflected a much more negative feeling. Student ratings of one of the cores reflected a better experience for them. The core experience tended to stimulate internal controls. Recommendations were made for the formation of core faculty teams, selection of students and faculty on variables other than interest, and orientation programs and open discussion periods. Copies of the questionnaires are appended. (KM)

ED 075 026 JC 730 097

Forum 23: Three Case Studies of Instructional Change.

Pub Date Feb 73

Note—30p.; Papers presented at Annual Meeting of American Association of Community and Junior Colleges (Anaheim, California, February 25-28, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Colleges, *Educational Change, *Educational Innovation, Instructional Innovation, Junior Colleges, *Post Secondary Education, Speeches, *Success Factors

Scripts of the presentations made during Forum 23—"Three Case Studies of Instructional Change"—of the annual meeting of the American Association of Community and Junior Colleges are provided. Representatives from the following schools described instructional changes made in their institutions: Burlington County College (an innovative college in a new physical plant, in its third year of operation), Piedmont Technical Institute (a school with 14 different locations, no permanent facilities, in which students can register any day for any course—has an attrition rate of less than 10%), and Hinds Junior College (56 years old, has a large campus, and in many ways resembles a four-year college more than a community college). The factors contributing to changes in these institutions are summarized. (KM)

ED 075 027 JC 730 098

Clark, Robert M.

California Community College Testing Survey.

Reedley Coll., Calif.

Pub Date 1 May 73

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Admission Criteria, Aptitude

Tests, *College Placement, *Community Colleges, Diagnostic Tests, Post Secondary Education, Questionnaires, *School Surveys, *Standardized Tests, Technical Reports

A survey was conducted of California community colleges to determine their practices concerning testing used in matriculation and placement. Questionnaires were sent to 95 colleges, 77 of which returned the completed questionnaire. Responses were tabulated according to size of college, distinguishing between testing required for matriculation and that required for placement. A special tabulation was made for English placement. Of the three largest tests in use, ACT and SAT showed about 33% satisfaction, whereas SCAT showed about 55% satisfaction. Of the 161 total responses to various testing programs, 57 indicated satisfaction—about 35%. For English placement, 31 different programs were listed, involving 101 different responses with 43 indicating satisfaction, about 43%. Much dissatisfaction with matriculation testing was with its poor use for English placement. Other dissatisfaction involved high costs to students, excessive time involved in administration, and lack of correlation between standardized tests and students' ability to write. The testing program recommended includes a diagnostic grammar test, a diagnostic reading test, a diagnostic math test including general arithmetic as well as algebra, geometry, and trigonometry, and a written composition—to be completed in about two hours at a cost to the student of not more than \$3.00. The survey form and tabulations are appended. (KM)

ED 075 028 JC 730 099

Gooler, Dennis D., Ed.

Uses of Technology in Community Colleges: A Resource Book for Community College Teachers and Administrators.

Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.

Spons Agency—New York State Education Dept., Albany. Bureau of Occupational Education Research.

Report No.—TR-72-674

Pub Date Dec 72

Note—156p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Audiovisual Aids, Classroom Materials, Community Colleges, *Guides, *Instructional Innovation, Instructional Materials, Post Secondary Education, *Resource Materials

This resource guide for community college teachers and administrators focuses on hardware and software. The following are discussed: (1) individual technologies—computer-assisted instruction, audio tape, films, filmstrips/slides, dial access, programmed instruction, learning activity packages, video cassettes, cable TV, independent learning labs, simulations; and (2) programs of interest—pervasive problems (getting faculty to take advantage of resources, training faculty, the need to create incentives to facilitate the faculty's use of instructional innovations), Central Piedmont Community College, Oakland Community College, and Monroe Community College. A bibliography of additional resources is followed by a list of places to obtain more information about ongoing projects. (KM)

LI

ED 075 029

LI 004 182

Spigai, Frances G.

The Invisible Medium: The State of the Art of Microform and a Guide to the Literature.

ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.; Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Spons Agency—American Society for Information Science, Washington, D.C. Special Interest Group on Reprographic Technology; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 73

Note—38p.; (75 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Output Microfilm, *Librarians, Libraries, Library Equipment, Library Science, Microfiche, Microfilm, Microform Reader Printers, Microform Readers, *Microforms, State of the Art Reviews

Thirteen micrographic events have been identified which are expected to have the greatest impact on the libraries of today and tomorrow. They can be divided into two groups: Nine are of a technological nature and involve micrographic products; the remaining four are basically educational in nature and reflect positive responses from the library community to a changing micrographic technology. Most of the 13 have taken place within the past five years. Only recently have most events become powerful enough to have an individual effect on library practice. It is at this point in time, however, that a true synergy of the influence of these events is rendering the current level of library-micrographic knowledge obsolete. The 13 events to be discussed within the framework of this report are briefly presented. The author describes the many types of microforms, explains the differences between each type, and discusses the uses, benefits, and drawbacks of the various microforms. Included are a discussion of related technological events of the past decade and a list of microform equipment. Many technical terms are defined such as those describing the reproduction process of the various microform types. Also included is an annotated bibliography of the literature of micrographics. (Author/SJ)

ED 075 030

LI 004 195

Chernyi, A. I., Ed.

Problems of Information Science; Collection of Papers.

International Federation for Documentation, The Hague (Netherlands). Committee on Research on the Theoretical Basis of Information.

Report No.—FID-478

Pub Date 72

Note—241p.; (101 References)

Available from—International Federation for Documentation, 7 Hofweg, The Hague, Netherlands (no price quoted)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Abstracting, Communication (Thought Transfer), Computers, Indexing, In-

formation Needs, Information Retrieval, *Information Science, *Information Systems Identifiers—Excerpta Medica, VINITI

Twelve papers written by fifteen authors from nine countries comprise this collection which embraces many of the crucial problems facing modern information science and scientific information activities, ranging from information needs of scientists and specialists to the specific aspects of computerization of various information processes. The papers are: Studies of Information Needs; Informal Communication in Science; Some Sociological Aspects of Formal Systems for the Communication of Knowledge; The Aging of Scientific Literature; Conflicting Phenomena in IR Systems; Problems of Data Retrieval And Dependent Techniques; A Condensed Heuristic Documentation System; Proposal and Wishes for an Open Structure in the Communication of Information; The Future of Access (Abstracting and Indexing) Services; Integrated Information Systems; The Activities of Excerpta Medica; and, The Use of Computers in Scientific, Technical and Economic Information in Poland. (Author/SJ)

ED 075 031

LI 004 239

Young, Larry G. And Others

An Inquiry into the Patterns Among the States for Funding Public Library Services.

Public Administration Service, Washington, D.C. Spons Agency—National Commission on Libraries and Information Science, Washington, D.C.

Pub Date May 73

Contract—OEC-1-72-6689

Note—143p.; (0 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Feasibility Studies, *Financial Support, *Library Services, Library Surveys, *Public Libraries, Questionnaires Identifiers—*National Commission on Libraries and Information, NCLIS

One of the early tasks of the National Commission on Libraries and Information Science (NCLIS) was to identify the sources of public funds available for use in financing public libraries. Information is available on the amounts of federal and state funds for financing public library services. What is not known at the national level is the various revenue sources either used or available to libraries operated at the local level for the funding of their operations. The task of collecting useful data on income sources for the over 7,000 public libraries and library systems throughout the country is a formidable task. If, however, the problem is approached on a systematic basis, then the prospects for collecting such data are encouraging. This study endeavors to develop a method to accomplish that goal. The primary purpose of this feasibility study was to develop recommendations which the NCLIS could use in conducting a comprehensive study of funding sources for public libraries. (Author/SJ)

ED 075 032

LI 004 268

Herner, Saul And Others

National Inventory of Library Statistics Practices. Volume I, Data Collection on the National, State, and Local Levels.

Herner and Co., Washington, D.C. Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C. Library Surveys Branch.

Pub Date Sep 72

Contract—OEC-0-70-4890

Note—106p.; (83 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Data Collection, Federal Government, *Information Centers, *Libraries, Library Surveys, Local Government, National Surveys, Standards, State Agencies, *Statistical Data

Identifiers—LIBGIS, Library General Information Survey, *Library Statistics

A study was conducted to determine the current and potential activities of state and federal agencies and nongovernmental organizations in the collection and use of statistics and data relating to libraries and information centers, and the current and planned activities of libraries and information centers with regard to the collection of statistics and data. The purpose of the study was to provide background and feasibility material for the design of a national reporting system for library and information center statistics and data. This system—LIBGIS (Library General Informa-

tion Survey)—is now being developed and will be operated by the National Center for Educational Statistics, U. S. Office of Education. The results of this study demonstrate that there is a wide range of different types of statistics and data being collected via a multiplicity of forms and mechanisms. Three of the major conclusions of this study are that: there is a need for much greater standardization of the types of information collected; standard definitions and guidelines for measurement need to be developed and employed; and serious consideration should be given to collecting key statistics and data directly, on a sampling basis, from libraries not covered by collecting agencies and organizations participating in the LIBGIS program. (Volume II is available as ED 069 311.) (Author/SJ)

ED 075 033

LI 004 269

Schutte, Alfred J.

Library Technical Assistant -- A Paraprofessional Training Institute, Interim Report.

New Hampshire Univ., Manchester. Merrimack Valley Branch; Taconic Data Research, Inc., Uniondale, N.Y. Education Systems Div.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date Sep 72

Grant—OEG-0-71-8515

Note—80p.; (64 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Disadvantaged Groups, *Educational Programs, *Evaluation, Institutes (Training Programs), Libraries, Library Instruction, *Library Technicians, Minority Groups, *Non-professional Personnel, *Training, Training Techniques, Vocational Development

The Merrimack Valley Branch of the University of New Hampshire became acutely aware of the need for trained library aides to assist in the local schools, industrial and public libraries of the greater Manchester, New Hampshire area. The administration also realized that there were many people in the community interested in (1) furthering their education and (2) increasing their employment potential. They identified the major premise to be that a paraprofessional course of instruction could make significant and urgently needed contributions to New Hampshire's libraries when wisely and efficiently employed in a climate of constructive cooperation. In this way, the service process of a library can be enriched to different degrees by library assistants. They are not intended to replace professional librarians, but to take their place in the total service aspect, as part of a carefully coordinated approach to assistance, which helps deploy the resource appropriate to the need of the clientele. In 1971, the Office of Education, Bureau of Libraries and Learning Resources directed their Title 11-B funding to provide more responsive library services to disadvantaged and minority groups by recommending training members of such groups as well as others so that they too might enter the paraprofessional ranks as library aides. (Author)

ED 075 034

LI 004 270

SLICE Office Quarterly Report for the Period January 1, 1973 to March 31, 1973.

Southwestern Library Interstate Cooperative Endeavor, Dallas, Tex.

Spons Agency—Southwestern Library Association, Stillwater, Okla.

Report No.—CLR-559

Pub Date 16 Apr 73

Note—72p.; (32 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Disadvantaged Groups, Educational Programs, *Interstate Programs, Librarians, *Library Cooperation, *Library Networks, Library Programs, *Library Services, Professional Continuing Education

Identifiers—SLICE, Southwestern Library Association, *Southwestern Library Interstate Cooperative Endeavor

One purpose of this report is to communicate with all interested parties the status of the Southwestern Library Interstate Cooperative Endeavor (SLICE) Project as of March 31, 1973. A second - and very important - purpose is to stimulate and solicit "feedback," suggestions and guidance for future SLICE Office activities. Candid evaluation and reaction by all is sincerely welcomed by the SLICE Office staff. In keeping with the evaluation findings of last year, this report is purposefully brief and concise. Inquiries or

further clarification on any topic are welcomed. Progress Memos for January and February contained some details which are only summarized in this Quarterly Report. Included in the report are: (1) office operations and project management, (2) planning a six-state regional bibliographic network, (3) the continuing education of librarians in the southwest (CELS) project, (4) fiscal affairs, (5) a working paper on multi-state regional networking and (6) the distribution record of this report. (Other SLICE quarterly reports are: ED 065 147 and 065 148) (Author/NH)

ED 075 035 LI 004 271
Proceedings of Military Librarians' Workshop
 (16th, October 2-4, 1972) Technology Transfer.
 Redstone Scientific Information Center, Redstone Arsenal, Ala.

Pub Date 72
 Note—109p.; (120 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Information Services, Information Systems, *Library Cooperation, National Libraries, *Special Libraries, Workshops
 Identifiers—Department of Defense, Military Libraries, Scientific and Technical Information, *Technology Transfer

The major emphasis of this workshop is on "Technology Transfer." Although there appear to be many definitions of technology transfer, the basic concept is always the same—finding ways to get technology out of the laboratory and into industrial or governmental applications. It is also clear that so far technology transfer has not been as successful as we would like to see it. NASA pioneered the technology transfer concept, yet NASA's major de facto effort has been dissemination of technical information and not transfer of technology as was proposed. The technology transfer process goes through four successive stages: (1) search, (2) adaptation, (3) implementation, and (4) maintenance. The search stage takes the generator and user from an unrecognized transfer opportunity to establishment of a viable contact. Adaptation can be termed the "go - no go" stage, the point at which a decision is made to proceed with the technology offered or move into another area. The implementation stage is the time to marshal the needed resources—capital, organization, and human. At the end of this stage the technology is transferred, and all that is needed from then on is to maintain it, evaluating all effects and benefits. (ED 056 699 is a related document.) (Author/NH)

ED 075 036 LI 004 272
Kimball, John W., Jr., Comp. Freitag, Ruth S.
The National Union Catalog, Reference and Related Services.

Library of Congress, Washington, D.C. General Reference and Bibliography Div.

Pub Date 73
 Note—36p.; (130 References)

Available from—Library of Congress, Union Catalog Reference Unit, Washington, D. C. 20540 (no charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Books, Guides, *Information Services, *Information Storage, Library Collections, Library Materials, *Library Reference Services, National Programs, *Publications, *Union Catalogs

Identifiers—*National Union Catalog, NUC
 The National Union Catalog (NUC) is a record of publications and their location in more than 1,100 libraries in the United States and Canada. As such, it is the central register of library resources in North America. Major portions of the NUC are published on a continuing basis, but most of the records for imprints before 1956 consist of card files housed principally in the Main Building of the Library of Congress, on Deck 33. The Union Catalog Division, until its abolition in July, 1970, exercised most NUC functions, including liaison with the public, but now the various activities relating to the NUC are distributed among several Library divisions. The various functions and services of the NUC are discussed. (Author/NH)

ED 075 037 LI 004 273

Goldhor, Herbert

Public Library Abstracts: 1971; Abstracts of Statistics in American Public Library Annual Reports for the Year Ending in 1971.
 Illinois State Library, Springfield.
 Pub Date [73]

Note—69p.; (65 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstracts, Annual Reports, *Public Libraries, *Statistical Data, *Statistics
 Identifiers—*Library Statistics

This is a compilation of abstracts of statistical data from the annual reports of selected American public libraries, covering the report year which ended anytime in 1971. Those reports were abstracted which came to the desk of the editor. This is admittedly a very sample of the total of such reports, and public libraries are invited to send copies of their annual reports to the editor. The abstracts are arranged alphabetically by state, and within state by city or county. The list of annual reports abstracted is at the end. Page references are used for abstracts of any report of ten pages or more. (Author)

ED 075 038 LI 004 274

Jacobs, Charles R.

Machine-Aided Indexing.

Defense Documentation Center, Alexandria, Va.
 Report No—DDC-TR-72-4

Pub Date Dec 72

Note—69p.; (4 References)

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-754 400, MF \$.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Automatic Indexing, *Electronic Data Processing, *Indexing, *Information Processing, Information Retrieval, *Syntax

Progress is reported at the 1,000,000 word level on the development of a partial syntactic analysis technique for indexing text. A new indexing subroutine for hyphens is provided. New grammars written and programmed for Machine Aided Indexing (MAI) are discussed. (ED 069 290 is a related document) (Author)

ED 075 039 LI 004 275

Jacobson, Benjamin Roy, Mary

Survey of Transportation Libraries in the United States and Canada.

Northwestern Univ., Evanston, Ill. Univ. Libraries.

Spons Agency—Special Libraries Association, New York, N.Y. Transportation Div.

Pub Date 17 Jul 72

Note—93p.; (10 References)

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-210 867, MF \$.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Information Systems, *Library Expenditures, *Library Networks, Library Surveys, *Special Libraries, Staff Utilization, Statistical Studies, *Transportation
 Identifiers—*Transportation Libraries

The principal purpose of the survey was to acquire data on U. S. and Canadian transportation library expenditures, staff, processing capacity, modal specialization and geographic distribution. Information was also requested on interaction between libraries and users outside the sponsoring organization, and viewpoints were solicited on needs for and configurations of a library network within a national transportation information system. (Author)

ED 075 040 LI 004 276

Salton, Gerard

Proposals for a Dynamic Library. Technical Report.

Cornell Univ., Ithaca, N.Y. Dept. of Computer Science.

Spons Agency—National Library of Medicine (DHEW), Bethesda, Md.

Report No—CU-CSD-72-138

Pub Date Aug 72

Note—63p.; (26 References)

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-212 201, MF \$.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Indexing, *Information Retrieval, *Information Storage, Library Collections, *Library Cooperation, *Library Planning, *Library Services, Vocabulary

The current library environment is first examined, and an attempt is made to explain why the standard approaches to the library problem have been less productive than had been anticipated. A new design is then introduced for modern library operations based on a two-fold strategy: on the input side, the widest possible

utilization should be made of cooperative and shared operations, whereas dynamic, user-controlled procedures should be used for the subsequent internal processes. The dynamic environment applies in particular to the maintenance of the indexing vocabulary, the organization of the stored information files, the performance of search and retrieval operations, and the control of the library collection necessitated by document growth and retirement. Some experimental results are included. (Author)

ED 075 041 LI 004 277

Adams, Scott

The Future of the NLM (National Library of Medicine) Documents Section.

National Library of Medicine (DHEW), Bethesda, Md.

Report No—NLM-72-51

Pub Date Mar 72

Note—32p.; (1 Reference)

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-213 373, MF \$.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Information Retrieval, *Information Services, Information Storage, *Interlibrary Loans, Library Collections, *Medical Libraries, *National Libraries, *Use Studies

Identifiers—*National Library of Medicine

This study revealed that the use of the NLM Documents Section is extremely modest. A total of 144 inter-library loan requests were filled by the Section in the months of January and February, 1972; most of these were from Government agencies. The study investigator recommended that: (1) the collection should be maintained by the NLM; (2) that priority should be given to State and Federal documents; (3) that the NLM divest itself of responsibility for classified items by transferring them to the National Archives; (4) that requests for copies of technical reports be referred to the National Technical Information Service; (5) that the Section be maintained as a separate unit under the Loan and Stack Section; (6) that more manpower is needed in the Technical Services Division to acquire and catalog material to revitalize the collection; and (7) that the resources of this special collection be appropriately publicized. (Author)

ED 075 042 LI 004 278

Juhasz, Stephen And Others

TOC: Table of Contents Practices of Primary Journals—Recommendations for Monolingual, Multilingual and International Journals.

Applied Mechanics Reviews, San Antonio, Tex.

Spons Agency—Memphis State Univ., Tenn.; Southwest Research Inst., San Antonio, Tex.; Texas Univ., Arlington.

Report No—AMR-57

Pub Date Jan 73

Note—20p.; (0 References)

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-214 108, MF \$.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Design, Languages, *Multilingualism, *Periodicals, Publishing Industry, Standards

Identifiers—*Table of Contents

Table of contents (TOC) practices of some 120 primary journals were analyzed. The journals were randomly selected. The method of randomization is described. The samples were selected from a university library with a holding of approximately 12,000 titles published worldwide. A questionnaire was designed. Purpose was to find uniformity and diversities in practices. Features investigated were the presence and location of TOC, reference to location of TOC if not on cover page, author's name and identification practices, title listing and pagination system, different methods of sequencing of the three major elements (author, title, pagination), leaders between pagination and other elements; the different practices of multilingual and multi-alphabetical TOC's. The information retrieved from the questionnaires was tabulated. The sample indicated the variations which exist in TOC practices. Recommendations are made for TOC practices and reference some recommendations of the recently revised ANSI Z39.1 1967 (1972 draft standard). Sample rationalized TOC was devised. (Author)

ED 075 043 LI 004 279

Taylor, Curtis L.

Response Factors and Selective Attention in Learning From Instructional Materials: an Annotated Bibliography.

Air Force Human Resources Lab., Williams AFB, Ariz.

Report No.—AFHRL-TR-72-63

Pub Date Apr 72

Note—37p.; (0 References)

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-754 850, MF \$.95, HC \$3.50)

Document Not Available from EDRS.

Descriptors—Abstracts, *Administration, Annotated Bibliographies, Documentation, *Learning, Performance Tests, *Programed Instruction, *Research, *Teaching Methods, Test Construction

Identifiers—Education Index, ERIC, Psychological Abstracts

The studies and research reviews included in the annotated bibliography consist primarily of published works dealing with the effects on learning from instructional materials of overt and covert responding, and such attention-directing devices as the presentation of instructional objectives and test-embedded questions. Sources used to identify appropriate documents to be abstracted for inclusion in the annotated bibliography include ERIC, Education Index, and Psychological Abstracts. (LI 004 280 and 004 281 are related documents) (Author)

ED 075 044 LI 004 280

Higgins, Norman C.

Feedback in Group Instruction.

Arizona State Univ., Tempe. Instructional Resources Lab.

Spons Agency—Air Force Office of Scientific Research, Arlington, Va.

Report No.—AFOSR-TR-73-0016; TR-20201

Pub Date Feb 72

Note—31p.; (52 References)

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-754 979, MF \$.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Feedback, Group Dynamics, Group Instruction, *Learning, Literature Reviews, Motivation, Periodicals, *Programed Instruction, *State of the Art Reviews, *Teaching Methods

Identifiers—Education Index, ERIC, Psychological Abstracts

The purpose of the review was to analyze the literature on feedback in order to identify specific feedback variables whose further study could make the greatest potential contribution to the design of effective instructional materials and of group instructional presentations. Sources included Psychological Abstracts, Research in Education, Education Index, ERIC, and a bibliography prepared by the Defense Documentation Center. All literature sources yielded a rather small number of well-designed research studies on feedback in group instructions. (LI 004 279 and 004 281 are related documents) (Author)

ED 075 045 LI 004 281

Clark, Michal C.

Aspects of Transfer that Relate to the Development and Design of Instructional Materials.

Arizona State Univ., Tempe. Instructional Resources Lab.

Spons Agency—Air Force Office of Scientific Research, Arlington, Va.

Report No.—AFOSR-TR-73-0018; TR-20202

Pub Date Feb 72

Note—26p.; (57 References)

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-754 980, MF \$.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Design, Feedback, *Instructional Materials, *Mathematical Models, Pattern Recognition, *Programed Instruction, *Teaching Methods, Theories, *Transfer of Training

The paper is an en route version of a technical report which will ultimately present a process model of transfer that will be usable in the design of instructional programs. Consequently, it is a progress report with respect to the formulation of that model. (LI 004 279 and 004 280 are related documents) (Author)

ED 075 046 LI 004 282

Heilprin, Laurence B.

On Access to Knowledge in the Social Sciences and Humanities, From the Viewpoint of Cybernetics and Information Science.

City Univ. of New York, Flushing, N.Y. Queens Coll. Library Science Dept.

Pub Date Apr 72

Note—34p.; (15 References); Conference on Access to Knowledge and Information in the Social Sciences and Humanities: Problems and Implications, Apr. 5-6, 1972, NYC

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), *Cybernetics, Humanities, *Information Science, Information Theory, Models, Social Sciences

Identifiers—*Information Transfer

The literature of knowledge is a very large system in the cybernetic sense of intractability to control. Improving access to it needs some simplifying theory. A step in this direction is a hypothesis constructed from basic concepts. These include cybernetic concepts of variety and requisite variety; a version of the mathematical concept of homomorphic mapping; and information scientific concepts: an invariant 3-segmented information science (IS) path, and short and long duration modes of message propagation. Since all disciplines are symbiotic, defining a distinct IS domain is purely pragmatic. However, the IS concepts do define a domain, which acts as a reference frame convenient for locating the substructures necessary for cognitive access to literature. The most critical processes in access occur in our minds, not in data files. Access to knowledge requires completing an IS path—connecting two minds across a variable physical segment. The special problems of access to the literature of the social sciences and the humanities are chiefly those of small classes with large variety to overcome. Certain variety-suppressing devices should be particularly helpful at this stage. However, there is a large, long term cost for the disciplines and professions concerned. (A related document is LI 004 283.) (Author/SJ)

ED 075 047 LI 004 283

Heilprin, Laurence B.

Impact of Cybernetics on Information Science, and Vice Versa.

International Federation for Documentation, The Hague (Netherlands).

Pub Date 5 Sep 72

Note—7p.; (1 Reference)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cybernetics, *Information Science, Information Theory, Models

Identifiers—*Information Transfer

The impact of cybernetics on information science occurs chiefly through the concepts of variety, the law of requisite variety, and theory of transformations. Through these it pervades every aspect of information science. However, other basic sciences such as physics, biology, psychology are in their spheres equally pervasive, and information science is seen as a special discipline containing a high admixture of interdependent sciences, with applications that subserve every science and itself. As the title suggests, this paper presents a broad viewpoint in a very small space, and relies heavily upon an earlier work entitled "On Access to Knowledge and Information in the Social Sciences and Humanities from the Viewpoint of Cybernetics and Information Science" which is available as LI 004 282. (Author/SJ)

ED 075 048 LI 004 284

Howe, Robert L.

CEIS Overview.

California State Dept. of Education, Sacramento.

Pub Date 72

Note—41p.; (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Records, Attendance Records, Automation, *Computer Programs, Education, Educational Finance, *Electronic Data Processing, Information Processing, *Information Systems, Scheduling, School Accounting, Student Records

Identifiers—California, *California Education Information System, CEIS

The California Education Information System (CEIS) was developed to provide integrated information processing for educators at every level of operation. The objectives of CEIS are to make

available through a state-wide system for local district use, complete, current and reliable information about education at the local and state level. CEIS provides a flexible and comprehensive means of obtaining better information for the management of educational programs. At the same time, CEIS automates most of the routine information processing. This document presents an overview of the important features of the two new subsystems that constitute CEIS. The business subsystem currently includes five applications: Control, Accounts Payable, Stores Inventory, Personnel/Payroll, and Financial. The pupil subsystem is divided into nine applications: Process Control, Master File Maintenance, Attendance Accounting, Mark Reporting, Test Reporting, California Guidance, Educational Planning, Student Scheduling and Master Schedule Builder. (A preliminary report on CEIS is ED 056 520.) (Author/SJ)

ED 075 049 LI 004 285

Hartje, George N.

Teaching Library Science and Telelecture.

Pub Date [73]

Note—10p.; (14 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Instructional Media, *Library Education, Library Schools, *Library Science, Telephone Communication Systems, *Telephone Instruction

Identifiers—*Telelecture

An experiment was performed on the use of telelecture, amplified voice telephone, in a class of the Graduate School of Library and Information Science at the University of Missouri-Columbia. The telelecture was successful in that it exposed the students to another academic library administrator, and it appeared to be a successful learning experience, though there is no statistical evidence available to substantiate this conclusion. Some changes regarding the technical details of telelecture are suggested to improve the use of this new instructional media technique which the author feels is applicable to library science education. (SJ)

ED 075 050 LI 004 286

Kiewitt, Eva L.

'PROBE' Computer Search of the ERICtapes.

Indiana Univ., Bloomington. School of Education.

Pub Date May 73

Note—9p.; (1 Reference)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Programs, *Information Retrieval, Information Services, *Information Systems, *Information Utilization, Use Studies

Identifiers—*Educational Resources Information Center, ERIC, PROBE

PROBE, a search and retrieval program, was developed in 1970 at Indiana University to search the computer tape bases for the two ERIC publications, "Research in Education" (RIE) and "Current Index to Journals in Education" (CIJE). The ERIC tapes are received, converted, and combined at the University and implemented on the Wrubel Computing Center CDC 6600. This brief paper reviews the early experimental stages of the program and documents the project growth in staff and number of searches conducted in response to user requests. (A more detailed description of the PROBE program is ED 059 596.) (SJ)

ED 075 051 LI 004 287

Belzer, Jack, Comp.

Bibliography of Basic Textbooks on Information Science.

ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 72

Note—12p.; (121 References)

Available from—Science Associates/International, Inc., 23 East 26th Street, New York, N.Y. (\$7.50)

Journal Cit—Information Part 2; v1 n6 Nov-Dec 1972

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Behavioral Sciences, Bibliographies, Information Retrieval, *Information Science, Information Storage, Information Systems, Information Theory, *Textbooks

Identifiers—*Information Science Education

Textbooks currently in use in courses on information science are listed in this bibliography under the following headings: Information storage and retrieval, Information systems, Information theory, Behavioral sciences, and Basic books. Some of the entries in each category contain evaluative annotations by the author, while others have only the full bibliographic citation. (SJ)

ED 075 052 LI 004 288

DeProspero, Ernest R. And Others
Measurement of Effectiveness of Public Library Service Study. A Report on Phases I and II.
Rutgers, The State Univ., New Brunswick, N.J. Bureau of Library and Information Science Research.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.; Public Library Association, Chicago, Ill.
Pub Date [71]

Grant—OEG-0-70-5236

Note—70p.; (175 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Librarians, Library Circulation, Library Collections, Library Facilities, Library Reference Services, *Library Services, Library Surveys, *Program Effectiveness, *Public Libraries, Use Studies
Identifiers—*Library Statistics

The basic rationale for this study was that attempts to measure the service capabilities of public libraries, either in relation to the needs of their communities or to the standards adopted by the profession, are hampered by the lack of criteria of quality or effectiveness. It was recognized that new measures were needed to gauge effectiveness while eliminating extraneous factors. Specifically, these two phases reported upon here were designed to (1) identify measurement criteria which would discriminate among public library services, (2) develop an operational methodology whereby local librarians could collect the necessary data for processing and refinement, and (3) demonstrate that the measurement criteria could be put into a theoretical model which would provide a professional basis for assessing the activity of basic programs. The following criteria were studied: description of collection, building usage, circulation, facilities usage, patterns of reference usage, and public service personnel. (Author/SJ)

ED 075 053 LI 004 289

Shaffer, Dale E.
The Library Picture File: A Complete System of How to Process and Organize.

Pub Date 70

Note—12p.; (0 References)

Available from—Dale E. Shaffer, 437 Jennings Ave., Salem, Ohio 44460 (\$1.00, 10% discount over 100 copies)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Cataloging, *Filing, Instructional Materials, Library Acquisition, *Library Equipment, Library Material Selection, *Library Technical Processes, Maps, Photographs, *Visual Aids

Identifiers—*Nonbook Materials

Every college and school library can benefit from a comprehensive picture file suited to its potential users. A new system is presented along with detailed instructions for the preparation and cataloging of pictures and other visual aids. Suggested subject categories and possible sources for pictures are listed. (Other documents in this series are LI004290 through LI004293.) (Author/DH)

ED 075 054 LI 004 290

Shaffer, Dale E.
The Filmstrip Collection: Complete Instructions on How to Process and Organize.

Pub Date 72

Note—26p.; (4 References)

Available from—Dale E. Shaffer, 437 Jennings Ave., Salem, Ohio 44460 (\$2.00, 10% discount over 100 copies)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Audiovisual Aids, *Cataloging, Classification, *Filing, *Filmstrips, Library Acquisition, Library Collections, *Library Technical Processes

Identifiers—*Nonprint Media

This 25-page manual has been prepared to assist the librarian and audiovisual director in

setting up a filmstrip collection. It contains all the information needed to organize a collection from start to finish - uses and advantages of filmstrips, sources, evaluation, cataloging and classification, filing rules, promotion, and equipment. Both the librarian and non-librarian will find this to be a practical guide for developing audio-visual resources. (Related documents are LI004289 and LI004291 through LI004293.) (Author)

ED 075 055 LI 004 291

Shaffer, Dale E.
The Pamphlet Library: Use of the Sha-Frame System.

Pub Date 72

Note—14p.; (0 References)

Available from—Dale E. Shaffer, 437 Jennings Ave., Salem, Ohio 44460 (\$1.00, 10% discount over 100 copies)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Cataloging, Information Sources, Information Storage, Library Acquisition, Library Collections, *Library Equipment, Library Materials, *Library Technical Processes, *Pamphlets

Identifiers—*Nonbook Materials

Pamphlets can be a valuable part of any library collection. Most pamphlets today are housed in vertical files which are impractical and actually limit their availability. This document is a 14-page, illustrated booklet describing the SHA-FRAME system of organizing pamphlet literature. Complete step-by-step instructions are given, along with sources for obtaining valuable pamphlets, advantages of the system, and simplified rules for filing cards. (Related documents are LI004289, 004290, 004292 and 004293.) (Author/DH)

ED 075 056 LI 004 292

Shaffer, Dale E.
A Basic Audio-Tape Collection: Lecture Programs for the Academic Library.

Pub Date 73

Note—29p.; (7 References)

Available from—Dale E. Shaffer, 437 Jennings Ave., Salem, Ohio 44460 (\$2.00, 10% discount over 100 copies)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Catalogs, College Libraries, Educational Programs, *Instructional Aids, *Instructional Materials, Library Collections, Library Material Selection, *Phonotape Recordings, School Libraries, *Tape Recordings
Identifiers—*Nonprint Media

This catalog describes a collection of 290 reels of audio-taped lectures suitable for the college and secondary school library. In total, the tapes represent a basic collection suitable for any college library. Most of the reels contain 45 to 60 minutes of recording. The 556 selected programs cover 24 academic subject areas, including foreign languages, Black culture, literature, Shakespeare, poetry, reading, writing, economics, Civil War, art, teaching, and science. The tapes are academic in content and designed to aid the teacher, primarily at the secondary and college levels. All of the tapes are monaural and recorded on seven-inch open reels. They are available individually or as a total collection from one source. (Related documents are LI004289 through 004291, 004293.) (Author)

ED 075 057 LI 004 293

Shaffer, Dale E.
The Audio-Tape Collection: A Library Manual on Sources, Processing, and Organization.

Pub Date 73

Note—33p.; (0 References)

Available from—Dale E. Shaffer, 437 Jennings Ave., Salem, Ohio 44460 (\$2.00, 10% discount over 100 copies)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Audio Equipment, *Cataloging, Classification, Filing, Information Sources, *Instructional Aids, *Instructional Materials, Library Acquisition, Library Collections, Library Material Selection, Library Technical Processes, Manuals, *Phonotape Recordings, Tape Recordings

Identifiers—*Nonprint Media

The purpose of this manual is to assist the librarian and audiovisual director in setting up an audio-tape collection. It contains information

needed to initiate, organize, and develop a collection - sources and uses of taped programs, depositories, types of tape, cataloging and classification procedures, filing rules, promotion methods, equipment, manufacturers, handling and storage of tapes, and advantages of audio-tape in the teaching process. The manual deals primarily with monaural tapes containing the spoken, word rather than stereo music recordings. (Related documents are LI004289 through LI004292.) (Author/DH)

ED 075 058 LI 004 297

Casey, Genevieve M. And Others
Public Library Service for the Urban Disadvantaged.

Wayne State Univ., Detroit, Mich. Dept. of Library Science.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.

Pub Date Dec 72

Note—173p.; (45 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Disadvantaged Groups, Experimental Programs, Librarians, *Library Education, *Library Services, Program Evaluation, *Public Libraries, *Urban Population
Identifiers—Wayne State University

An experimental program of the master's level to prepare twenty students for public library service to the urban disadvantaged is reported. The institute had two general purposes: (1) to recruit and prepare twenty students to be effective librarians working with the poor in urban public libraries and (2) to test a variety of common assumptions about what constitutes relevant and productive education for service in public libraries of today and tomorrow. This evaluation of the program is aimed at answering two questions: (1) Were the "right" people recruited for the program and (2) Was the curriculum developed the "right" series of experiences through which students could develop attitudes, skills, competencies, and understandings necessary to function as change agents and as creative public librarians. It was demonstrated that librarians from minority groups are in great demand and that highly capable candidates can be recruited. The program's success and failures are assessed in this report for the benefit of the library educators who grapple with the same problems. (Author/NH)

ED 075 059 LI 004 298

Haas, Joyce H. Kreamer, Katherine A.
Narrative Evaluation Report on the Institute for Training in Librarianship: The Librarian in a Pluralistic Society: Cross-Cultural Training for Social Action (Univ. of Hawaii, Honolulu; Aug. 1971-May 1972).

Hawaii Univ., Honolulu. Graduate School of Library Studies.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.

Pub Date 72

Note—113p.; (0 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Disadvantaged Groups, Experimental Programs, *Librarians, *Library Education, *Library Services, Program Evaluation
Identifiers—*Librarianship, University of Hawaii

The Institute involved thirty-one participants (twenty-one working librarians and ten students) in a two-semester program, beginning in August, 1971 and ending in May, 1972. The program consisted of a four-day pre-session of cross-cultural training, thirty full-day sessions of lecture and discussion, and a two-day post-session of cross-cultural training. The over-all aim of the Institute was to (1) train a group of library personnel and students in an experimental program relevant to the development of library service to the disadvantaged, (2) evaluate and disseminate the results of that program, and (3) use the program as the basis for planning a specialized minor within the library school curriculum. The experimental training program emphasized participant involvement in program development and evaluation, intensive training experiences in cross-cultural communication, and the presentation of information on a broad range of relevant topics. Some of the unique features of the program were: (1) training sessions conducted by the University's Center for Cross-Cultural Training and Research, (2) an introduction to field experience

with social agencies and social programs, and (3) the involvement of students and working librarians in a single program emphasizing cooperative group experience and group awareness. (Author/NH)

ED 075 060 LI 004 299
Librarians Workshop: Library Goals, Objectives, Program, Evaluation.

Santa Barbara Elementary and High School District, Calif.

Pub Date 73

Note—102p.; (1 Reference)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Evaluation, Librarians, *Library Planning, *Library Programs, *Library Services, *Objectives, School Libraries, Secondary Schools, Workshops

This 1973 report is the result of a continuing workshop funded by the Santa Barbara High School District. Its purpose was to formulate goals, objectives, program description and evaluation for effective secondary school library service. The librarians of the high school district drafted this publication. Although initially directed toward the implementation of Planning, Programming, Budgeting System, their ideas have been influenced by the implications of the Stull Bill for library service. Items can be stated one way to describe the library programs, but stated another way become a job description for the professional librarian and the supporting staff. Because of the Stull Bill it was decided to use the job rather than the program description. Librarians from all the secondary schools of the district worked together to present goals that would reflect a composite viewpoint of service in a building level library. Since every library is different, any librarian making use of this publication will need to select, change and adapt these goals and objectives to fit their situation. Also, it is acknowledged that library service must change, grow and develop just the same as the educational system within which it works. Goals and objectives need to be reconsidered and reevaluated periodically. (Author/NH)

ED 075 061 LI 004 300
Right On, A List of Books By and About the American Negro.

North Las Vegas Library, Nev.

Pub Date 73

Note—62p.; (737 References); Second Edition

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*African American Studies, Booklists, *Books, *Library Materials, *Negro Culture, *Negroes, Negro History, Negro Literature

The booklist is divided into the following sections: (1) Adult Titles; (2) Adult Author Index; (3) Juvenile Titles; (4) Juvenile Author Index and (5) Recordings and Cassette tapes. A guide to assist the reader in locating general subject areas is also provided. (NH)

ED 075 062 LI 004 301
Hicks, Carroll Ann, Ed.

The LTA in the Library World Today; Proceedings of the Workshop (Charlotte, N.C., March 3-4, 1972).

Central Piedmont Community Coll., Charlotte, N.C.; Council on Library Technology.

Pub Date 73

Note—129p.; (6 References)

Available from—Richard L. Taylor, Publications Chairman, Wilbur Wright College Library, 3400 North Austin, Chicago, Illinois 60634 (\$4.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Librarians, *Library Instruction, *Library Technicians, Personnel Needs, *Role Perception, *Staff Utilization, Subprofessionals, Workshops

Identifiers—*Library Technical Assistants, LTA

The program of this two-day workshop was designed to be somewhat general in nature in order to present an overview of the current LTA (Library Technical Assistant) position within the library profession. It was felt that many participants from this area had less exposure to the LTA training programs and needed a more general summary to show the situation of the LTA. Throughout the workshop several salient points were emphasized again and again: (1) the need to re-define the role of the professional librarian and that of the LTA, (2) the need for a

specific salaried position for an LTA, and (3) the need for further education of those already in the library field to understand better the potential of the LTA. The workshop was quite successful both in attendance and in the outcome of the meetings as evidenced by these proceedings. (Author/NH)

ED 075 063 LI 004 302

Du Bois, Dan

Library Labor Cost Accounting System.

California State Univ. and Colleges, Los Angeles. Office of the Chancellor.

Pub Date 72

Note—104p.; (0 References); Library Systems Project (LSP)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Cost Effectiveness, Labor Economics, *Library Automation, Library Expenditures, *Library Networks, *Library Technical Processes, Systems Analysis

Identifiers—*Library Labor Cost Accounting System

The Library Labor Cost Accounting System will provide visibility on current costs of manually processing library materials, at each campus as well as system-wide. The scope of the study includes the following: (1) 100 individual activities, grouped into 14 functional areas, e.g., Ordering, Receiving; and into 3 major operations: Acquisitions, Cataloging, Administration; (2) Hours spent and hourly rate, extended to dollar cost; (3) Level of skill, e.g., professional librarian, clerk, etc.; (4) Media, e.g., books, periodicals, A/V; and (5) Average unit cost as well as total cost. Output from the study will consist of three summaries and a detail report. Each summary report consists of one page, and reflects all nineteen campuses. The detail report displays statistics on each activity, for each media, for each campus. In addition to demonstrating current costs, the study should provide a basis for examining the cost-effectiveness of potential automation of various library activities. To accommodate this later application, the system makes extensive use of tables. Three programs are being prepared, to input the raw data and output the reports. It is envisioned that these programs may also be utilized for examining other library costs, such as circulation control, should that prove desirable. (Author/NH)

ED 075 064 LI 004 303

Haviland, Virginia, Comp. Watt, Lois B., Comp.

Children's Books 1972: A List of Books for

Preschool Through Junior High School Age.

Library of Congress, Washington, D.C.

Pub Date 73

Note—16p.; (200 References)

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock # 3001-00054, \$2.5 post-paid)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, Booklists, *Childrens Books, *Junior High School Students, *Library Materials, *Preschool Children Books for preschool through junior high age children are cited in this annotated bibliography which contains full bibliographic citations, price information, Library of Congress card number and appropriate grade level for each entry. The bibliography is divided into the following sections: (1) picture and Picture-story books; (2) stories for the middle group; (3) fiction for older readers; (4) folklore and literature; (5) poetry, rhymes, and verbal fun; (6) arts and hobbies; (7) biography; (8) history, peoples, and places and (9) nature and science. (The 1971 list is ED 065 160.) (SJ)

PS

ED 075 065 PS 005 781

DeVries, Rheta

Evaluation of Cognitive Development with Piaget-Type Tests: Study of Young Bright, Average, and Retarded Children. Final Report.

Illinois Univ., Chicago. Coll. of Education.

Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield. Dept. of Program Development for Gifted Children; Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.

Pub Date [71]

Note—222p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Cognitive Development, Cognitive Processes, *Cognitive Tests, Compensation (Concept), Concept Formation, *Conservation (Concept), Primary Grades, Sequential Learning, Tables (Data), Technical Reports
 Identifiers—Holtzman Inkblot Test, *Piaget (Jean), Stanford Binet Intelligence Test

A study was conducted to clarify a number of issues related to Piaget's theory of invariant sequentiality in child cognitive development. Ss were 143 middle-class white children of bright, average and retarded psychometric abilities (measured by performance on the Stanford-Binet Intelligence Test). Bright and average Ss were chronologically aged 5-7 years; retarded Ss were mentally aged 5-7 years and chronologically aged 6-12 years. Tests were individually administered in four sessions totalling about three hours as follows: guessing game, conservation of mass, family egocentrism, egocentrism in left-right perspective, constancy of generic identity, class inclusion, conservation of number, constancy of sex role, conservation of substance in the ring segment illusion, realism and internal-external differentiation in development of the dream concepts, conservation of length, transitivity of length, conservation of liquid continuous quantity, magic interview, object sorting, and the Holtzman Inkblot Test. Procedures, scoring, and results are given for each test. (KM)

ED 075 066 PS 006 399

Friedlander, Bernard Z.

Screening and Assessment of Young Children.

Children's Hospital Medical Center, Boston, Mass.; Hartford Univ., West Hartford, Conn. Dept. of Psychology.

Pub Date Oct 72

Note—8p.; Notes on Language for the President's Committee on Mental Retardation Planning Conference

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Evaluation, *Auditory Perception, Deaf Children, Evaluation Methods, *Language Development, *Language Handicaps, Learning Disabilities, Perceptual Development, Reading Development, *Reading Difficulty, Retarded Speech Development, Speeches, Speech Handicaps, *Visual Perception

Most language development hazards in infancy and early childhood fall into the categories of auditory impairment, central integrative dysfunction, inadequate environmental support, and peripheral expressive impairment. Existing knowledge and techniques are inadequate to meet the screening and assessment problems of central integrative dysfunction, inadequate environmental support, and severe auditory impairment. Current theory strongly suggests that a continuum of language and related information-processing central dysfunctions under a broad spectrum of psychological developmental disabilities. Within this continuum are many categories associated with disorders of language development in which it is difficult to distinguish causes and effects. Language dysfunction in its more subtle forms is probably more widespread among children than is commonly recognized. Audiometry and optometry are helpful in evaluating only the first-stage sensory impediments to effective central information-processing operations. Present assessment instruments, including observational inventories, visual perception tests, and language performance tests, are generally too primitive to detect the subtleties of underlying dysfunctions in language development. New assessment methods are very expensive, but major support should be given to accelerating their development. (KM)

ED 075 067 PS 006 400

Sheldon, M. Stephen And Others

Parents' Ability to Attend to Children: Predictors of Intelligence.

Pub Date [72]

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Compensatory Education Programs, *Intellectual Development, Intelligence Differences, Intelligence Factors, *Intelligence Quotient, *Parent Influence, Preschool Education, *Race Influences, *Socioeconomic Status, Technical Reports

A study was conducted to investigate the predictive validity of parents' ability to attend to their children (ATA) on intelligence and to determine to what extent ATA and social class variables, in combination, can account for the discrepancy in the IQ scores of children of different races. Ss were 700 Head Start children. The criterion variables used were the results of two administrations (at the beginning and end of the school year) of the Wechsler Preschool and Primary Scale of Intelligence. The predictor variables were number of siblings, father presence or absence, ATA rating of neighborhood, status according to the Head Start poverty guidelines, and race. The data supported both hypotheses: (1) that variables describing parents ability to attend to their children, combined with a general social class variable, can be used to predict intellectual achievement; and (2) that, having developed a regression equation using ATA and social class variable, the addition of ethnic variables will not significantly add to the predictive value. (KM)

ED 075 068 PS 006 401

Moore, Benjamin L. Bailey, Jon S.
Social Punishment in the Modification of a Preschool Child's "Autistic-Like" Behavior with Mother as Therapist.

Florida State Univ., Tallahassee. Dept. of Psychology.
Pub Date [72]

Note—24p.; Based on a thesis submitted by Moore in partial fulfillment of the requirements for M.S. degree

Journal Cit—Journal of Applied Behavior Analysis; (in press)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autism, *Behavior Change, Behavior Problems, *Discipline, Mothers, Preschool Children, Preschool Learning, Socially Deviant Behavior, Technical Reports

The mother of a 3-year-old girl who showed "autistic-like" behavior was cued via a FM wireless microphone to systematically approve and disapprove of her child's behavior. After baselines were taken on two categories of problem behavior (Pre-Academic and Social Behavior) the social contingencies were applied successively to each category. The Pre-Academic task was quickly established in the child when the mother applied these social contingencies. This result was replicated with requests for social interaction. In the final phase, cueing was withdrawn from both situations and the mother was able to maintain the child's improved behavior. An analysis of the mother's behavior suggested that her increased use of social punishment for inappropriate behavior was the key factor in the child's increasing responsiveness. Follow-up seven months later indicated that the improvements maintained. (Author)

ED 075 069 PS 006 402

Cooke, Gary, Comp.
Films in Early Childhood Education.

Pub Date 72

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Child Development, Childhood, *Early Childhood Education, Infancy, Instructional Materials, Preschool Learning, Preschool Programs, Resource Materials, Teaching Guides

This annotated bibliography provides descriptions of films concerning child development and various approaches to early childhood education. Some are for classroom use, and others are intended as guides and resource materials for teachers. Attachments give addresses and phone numbers of film distributors and addresses, managers and phone number of Modern Talking Picture Service Film Libraries. (KM)

ED 075 070 PS 006 404

Sherman, Edmund A. And Others
Service to Children in Their Own Homes: Its Nature and Outcome.

Child Welfare League of America, Inc., New York, N.Y.

Spons Agency—Community Services Administration (DHEW), Washington, D.C.
Pub Date 73

Note—161p.

Available from—Child Welfare League of America, Inc., 67 Irving Place, New York, N.Y. 10003 (\$1.50, paper)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Child Abuse, *Child Care, *Child Welfare, *Home Programs, Mothers, Parent Attitudes, Parent Child Relationship, Parent Counseling, Technical Reports, *Welfare Agencies

The second phase of a two-part project was conducted to study the nature and outcome of child welfare services in the child's own home. For purposes of this study, the own-home service category included "all children who might be in jeopardy of placement and who were receiving child welfare services other than placement." The study was directed toward these questions: (1) Who are the children and families served in their own homes? (2) What does the service comprise? (3) How do the clients perceive the service? and (4) What is the outcome of the service? Complete data was available on 184 cases involving 429 children. Results included the following: (1) slightly over half of the families were headed by mothers only; (2) 64% were white, 34% black, and 2% other; (3) the precipitating problem was abuse, neglect or inadequate care in 43% of the cases; (4) type of service received was—day care 30%, homemaker 3%, preventive 30%, protective 31%, and placement 6%; (5) direct service contacts tended to focus on the care of the children and the mother's functioning; (6) 64% of the clients reported that the agency had been "very helpful"; (7) after services, children showed general improvement in the areas of parent-child relationships and of emotional functioning; (8) mothers improved in their ability to set limits for their children; and (9) fathers showed some evidence of deterioration during the project. (KM)

ED 075 071 PS 006 405

Ambrose, Edna Miel, Alice
Children's Social Learning: Implications of Research and Expert Study.

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 58

Note—120p.

Available from—Association for Supervision and Curriculum Development, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Adjustment (to Environment), Books, *Cultural Awareness, Curriculum Development, *Democratic Values, Interaction, Personality Development, Research Reviews (Publications), Social Attitudes, Social Development, Social Environment, *Socialization, Social Values

This book, designed as an aid for teachers and curriculum developers, reports the findings of a study of children's social learnings and the ways they are acquired. Topics covered are: (1) a perspective on social learning—definition of social learnings, a view of social learnings, social learnings for democratic living, social learnings related to living in today's world, interrelation of healthy personality development and social learnings, the school's role in fostering democratic social learnings; (2) interrelationships of environment and social learnings—individual-environment interaction, selective interaction, interpersonal environment and negative social learnings, interpersonal environment and positive social learnings, sentiments in the environment, environments of socioeconomic groups, language development; (3) a school environment which facilitates selection of democratic social learnings—a propitious environment, a climate which supports democratic interaction, an environment which builds good feelings, an environment which affords needed identifications, an environment structured for selected interaction; and (4) social learning and needed research—fostering positive social learnings, need for research, experimentation and study. A bibliography of books, pamphlets, periodicals, and a newspaper article is provided. (KM)

ED 075 072 PS 006 407

Baumrind, Diana
Approaches to Use of Observational Methods of a Study of Parent-Child Interaction.

California Univ., Berkeley. Dept. of Psychology. Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date 1 Apr 73

Note—16p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, April 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Patterns, Behavior Rating Scales, *Child Rearing, Interviews, Longitudinal Studies, *Observation, *Parent Child Relationship, *Psychological Characteristics, Research Methodology, Self Evaluation, Speeches

The methodology discussed is used in ongoing research to contrast the effectiveness of several patterns of parental authority with the same children at different ages. The first characteristic of these methods is the use of trait and behavior ratings to assess dispositional tendencies. The construct of a dispositional trait is used to account for continuity and stability within the personality. Situation, particularly a laboratory setting, can strongly affect behavior, but the extent to which an individual's behavior is situation-specific is itself a dispositional property. The validity of ratings partly depends upon the observer's ability to project himself into the position of the subject. The second characteristic of this methodology is the use of multiple stimuli and behavior settings. The three measures used here are self-report, interview and observation. Self-report avoids the problem of observer reactivity, but not of response set. Interview is useful in conjunction with observation; the symbolic meaning to the parent or child of the observed behavior is explored. The observational procedures used are laboratory experimental procedures, structured observations, and naturalistic observation. Safeguards to protect against bias in naturalistic observation are: explication of expectations in clear hypotheses, definition of hypothetical constructs, direct confrontation during data collection in which staff members correct each other's biases, and use of overlapping and intersecting sources of data. (KM)

ED 075 073 PS 006 408

Mueller, Edward Rich, Adrienne
Clustering and Socially-Directed Behaviors in a Playgroup of One-Year Olds. Appendix 2.

Pub Date Mar 73

Note—17p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29 - April 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, *Cluster Grouping, Early Childhood, Group Behavior, Interaction, *Observation, Play, *Social Behavior, *Social Development, Technical Reports

A study was conducted to examine social behavior by one-year-old boys over the course of a three-month playgroup experience. The "clusters" chosen for examination consisted of temporary groups (often less than a minute) the toddlers formed to focus on a single activity. Socially directed behavior is defined here as vocalizing, laughing and manipulating a toy while looking at another child. The five Ss ranged in age from 13 to 15 months at the first session. The playgroup met for about 2 1/2 hours each Monday and Friday in a room containing a variety of toys and play equipment, with parental supervision. The playgroup was videotaped for one hour each Friday morning. Behavior was analyzed by locating all clusters on the videotapes, coding their duration, participation, and then searching each cluster for measures of social intent. Results showed that: (1) clusters did not vary significantly across months in frequency, duration or number of children participating; (2) type of play activity did not relate to month or cluster duration; (3) despite a significant increase in clusters forming about inactive children, those forming around active children remained in the majority in month 3; (4) vocalizations and toy manipulations did not increase as expected; they were frequent even during the first month; and (5) the extent and complexity of social behavior increased during the three-month period. (KM)

ED 075 074 PS 006 409

Lundberg, Christina M. Miller, Veatrice M.
Parent Involvement Staff Handbook: A Manual for Child Development Programs.

Mississippi Head Start Training Coordinating Council, Jackson.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Jun 72

Note—55p.

Available from—Day Care and Child Development Council of America, 1401 K Street, N.W., Washington, D.C. 20005 (\$2.00 plus .50 postage & handling on orders under \$5.00; and 10% of total to orders over \$5.00 for postage & handling)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Leaders, Compensatory Education Programs, *Guides, Motivation, *Parent Participation, Preschool Education, *Staff Orientation, Teamwork

Identifiers—*Project Head Start

A handbook to guide coordinators of parent activities in their role in a quality Head Start program is presented. Discussion includes the following topics: motivation, informal and formal participation, teamwork, and total involvement. A bibliography is attached. (CK)

ED 075 075

PS 006 410

Mandler, Jean M. Stein, Nancy L.
Recall and Recognition of Pictures by Children as a Function of Organization and of Distractor Similarity.

California Univ., La Jolla. Center for Human Information Processing.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.; San Diego Unified School District, Calif.

Report No.—CHIP-32; TR-32

Pub Date Jan 73

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Children, Organization, *Predictive Validity, *Recall (Psychological), Recognition, Stimulus Devices, Technical Reports, Verbal Stimuli, *Visual Stimuli

Identifiers—*TORSCA Multidimensional Scaling Technique

Verbal description, recall, and recognition of complex meaningful pictures by children were studied, varying amount of stimuli and similarity of distractors. Across subjects (sex, ethnic group, and grade level) verbal measures were poor predictors of recognition accuracy. Across stimuli, amount recalled and recognition accuracy were both related to amount of organization. Recognition was also a function of the type of transformations on the target that were used as distractors. For all transformations there was a close match between ability to recognize a transformation and judgment of dissimilarity of the transformation to the target. The TORSCA multidimensional scaling technique was applied to the similarity judgments to obtain a representation of a memory space for the targets and their transformations. The structure of this space was highly consistent across subjects and indicated that transformations on meaningful pictures can be related to each other in stable ways. (Author)

ED 075 076

PS 006 411

Steinman, Warren M.
The Effect of Instructions, Discrimination Difficulty, and Methods of Assessment on Generalized Imitation.

Illinois Univ., Urbana. Children's Research Center.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date 2 Apr 71

Note—22p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Minneapolis, Minnesota, April 2, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Discrimination Learning, Elementary School Students, *Evaluation Techniques, *Experimental Groups, Females, Generalization, *Imitation, Observational Learning, *Social Influences, Teaching Techniques, Technical Reports

Research was conducted relevant to two questions: First, does generalized imitation reflect the child's failure to discriminate reinforced from non-reinforced occasions? Second, are the results which characterize generalized imitation a function of confounded social and instructional influences that operate within the procedures used in generalized imitation research? A generalized imitation experiment was conducted utilizing seven 9-year-old girls as Ss and two female graduate students as experimenter-models. Two kinds of trials were presented in each session. For the first four or five sessions, only successive-dis-

crimination trials were presented. Following these sessions, each session contained blocks of successive-discrimination trials and blocks of choice trials. It is concluded that the generalized imitation may be the result of strong social and instructional variables. (CK)

ED 075 077

PS 006 412

Bigner, Jerry J.

Children's Discrimination of Sibling Role Concepts.

Indiana Univ., Bloomington. Dept. of Home Economics.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Mar 73

Note—34p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29 - April 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age, *Birth Order, *Discrimination Learning, Family (Sociological Unit), Interaction Process Analysis, *Role Perception, Sex Differences, *Siblings, *Social Relations, Technical Reports

Identifiers—*Parsonian Theory

Changes that occurred in the use of the dimensions of power and function were investigated in a cross-sectional study of second-born and only children aged five to 13 years. The investigation focused on age of child, sex of child, sex of sibling, age-spacing between sibling and sibling status of child. Results indicated that children significantly utilized these dimensions to discriminate sibling age- and sex-roles and that the presence of an older sibling facilitated the learning of power and function in social interaction. Sex of the sibling produced markedly different perceptions and discriminations of intership interaction. Age changes were prevalent in the use of these dimensions to discriminate sibling age- and sex-roles. The results were discussed in relation to previous investigations concerned with Parsonian theory of the family as a social system. (Author)

ED 075 078

PS 006 413

Katz, Phyllis A. Seavey, Carol

Labels and Children's Perception of Faces.

City Univ. of New York, N.Y.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Office of Child Development (DHEW), Washington, D.C.

Pub Date [73]

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Caucasians, *Children, Color, *Cues, Elementary School Students, Technical Reports, *Visual Perception, Visual Stimuli

The relation between type of label and perception of faces was assessed. Sixty-four second and sixth grade Ss were randomly assigned to four experimental conditions in which various kinds of labeling training were associated with four purple and green smiling and frowning faces. Ss then judged the similarity of pairs of the faces. Results revealed the predicted effects of labeling only for white children. Labels associated with color cues augmented the perception of color differences, whereas labels based on expression increased differentiation of expression variations, but not of color cues. (Author)

ED 075 079

PS 006 414

Brooks, Jeanne Lewis, Michael

Attachment Behavior in Thirteen-Month-Old, Opposite Sex Twins.

Educational Testing Service, Princeton, N.J.

Spons Agency—Spencer Foundation, Chicago, Ill.

Pub Date [73]

Note—20p.

Available from—Michael Lewis, Division of Psychological Studies, Educational Testing Service, Princeton, New Jersey 08540

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Patterns, Early Childhood, Infant Behavior, Mothers, Observation, *Parent Child Relationship, Play, *Preschool Children, *Sex Differences, Technical Reports, Toys, *Twins

Seventeen sets of opposite sex twins, 13 to 14 months old, were observed in a playroom situation with their mothers. Attachment behaviors, toy preference, style of play, and activity level were recorded. Analysis of four attachment

behaviors indicated that girls looked at, vocalized to, and maintained proximity with their mothers significantly more often than did their brothers. Girls also touched their mothers more often, although this difference was not significant. The style of play and activity level measures revealed no sex differences. In terms of specific toy preferences, girls tended to play with the cat and dog more, while boys tended to play more with the pull toy. No other differences in toy preference were found. The effects of social class, activity level, and separation from the mother on infant attachment behavior are discussed. The importance of the mother as a socializing and sex-typing agent is stressed. (Author)

ED 075 080

PS 006 415

Zigler, Edward

Is Our Evolving Social Policy for Children Based on Fact or Fiction?

Pub Date 7 Dec 72

Note—22p.; Paper presented at the meeting of the Education Commission of the States (Denver, Colorado, December 7, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Economically Disadvantaged, Intelligence Level, *Policy Formation, *Preschool Children, Preschool Education, Problem Solving, *Social Action, Social Planning, *Social Psychology, Speeches

A discussion of the establishment of social policy and social action programs for children is presented. The position is taken that current efforts in this direction are based on outmoded hypotheses. Programs over the past 10 years have denigrated poor children by saying that the mind is plastic and that everybody can and should be smart. It was believed that if these children were given the right experiences, they could be smart as their more fortunate middle and upper class counterparts. Other injustices done to these children was to hold that they suffer from sensory deprivation and to insist that their real problem was an intellectual deficiency. The current movement to institute nationwide preschool education is criticized. It is concluded that social policy can not be constructed on the basis of questionable psychological theorizing. (CK)

ED 075 081

PS 006 416

Whitehurst, Grover J.

Laboratory Studies of Imitation and Language Acquisition: Is there an Interface with the Normal Environment?

State Univ. of New York, Stony Brook.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date Mar 73

Note—19p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29 - April 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Language, Environmental Influences, Hypothesis Testing, *Imitation, Laboratories, *Language Development, Linguistic Patterns, Literature Reviews, *Parent Influence, *Reinforcement, *Speech Habits

Data are presented to show that reinforcement and exact repetition of adult speech are beneficial but not necessary components of a modeling procedure which results in production of novel linguistic forms by children. Laboratory studies suggest the need for a re-evaluation of current hypotheses about the limited role of imitation in language acquisition. (Author/CK)

ED 075 082

PS 006 417

Head Start Program Performance Standards. OCD-HS Head Start Policy Manual.

Office of Child Development (DHEW), Washington, D.C.

Report No.—OCD-Notice-N-30-364-1

Pub Date Jan 73

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education Programs, Early Childhood Education, Low Income Groups, *Manuals, *Performance Specifications, Preschool Programs, *Program Improvement, *Standards

Identifiers—*Project Head Start

A list of Project Head Start Performance Standards is presented. It is the latest phase of an ongoing effort to provide comprehensive developmental services to children from low-income

104 Document Resumes

families. This issuance attempts to set forth those basic standards in operational terms as part of the Head Start Improvement and Innovation effort. (CK)

ED 075 083 PS 006 418

Gratch, Gerald. And Others
Piaget's Stage IV Object Concept Error: Evidence of Forgetting or Object Conception?
Houston Univ., Tex. Dept. of Psychology.
Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date [Apr 73]
Note—17p.; A shorter version of this paper was presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29 - April 1, 1973).

Available from—Gerald Gratch, Department of Psychology, University of Houston, Houston, Texas 77004

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Concept Formation, Data Analysis, *Error Patterns, Hypothesis Testing, *Infant Behavior, *Memory, Technical Reports, Time Factors (Learning)

Identifiers—*Piaget (Jean)

Piaget explains the stage IV error as a failure to assimilate the new place of hiding rather than a forgetting of it. His hypothesis predicts that the likelihood of error should not vary with the length of the delay interval. Nine-month-old infants delayed 0, 1, 3, or 7 seconds before having the opportunity to search. Infants in all conditions, save 0-seconds, were likely to err. While Piaget's hypothesis was not supported by the results of the 0-second condition, subsequent analyses of the data provided some support for Piaget's hypothesis. (Author)

ED 075 084 PS 006 419

Hunt, Roberta
Obstacles to Interstate Adoption.
Child Welfare League of America, Inc., New York, N.Y.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.
Pub Date Aug 72
Note—54p.

Available from—Child Welfare League of America, Inc., 67 Irving Place, New York, New York 10003 (\$1.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Administrative Policy, Adopted Children, *Adoption, Court Litigation, *Interstate Programs, *Legal Problems, National Organizations, *State Laws, Technical Reports

A documentation of the obstacles in law, policy and administrative procedure that interfere with effecting adoptions across State lines is presented. Major problems include: (1) Nonjudicial termination or relinquishment proceedings, although legal in many States, do not satisfy the courts in other states on the issue of the child's freedom for adoption; (2) Local orientation of laws restrict right to consent to adoption to executives of local agencies; and (3) Diversity in State adoption laws on the question of when a decree may be granted causes delay and confusion when States that have differing provisions are involved. It is concluded that action taken to overcome the confusion in interstate adoption proceedings must come from the American Public Welfare Association, the Adoption Resource Exchange of North America, the Child Welfare League of America, or the Office of Child Development. (Author/CK)

ED 075 085 PS 006 420

Phillips, Michael H. And Others
A Model for Intake Decisions in Child Welfare.
Child Welfare League of America, Inc., New York, N.Y.

Spons Agency—Community Services Administration (DHEW), Washington, D.C.
Pub Date 72
Note—109p.

Available from—Child Welfare League of America, Inc., 67 Irving Place, New York, New York 10003 (\$1.50, paper)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Case Studies, Caseworker Approach, *Child Welfare, Data Analysis, *Decision Making, *Guides, *Interviews, *Models, Social Workers

Identifiers—*Child Welfare League of America, CWLA

Research of the Child Welfare League of America is reviewed. This research aims to develop guidelines to assist the child welfare agency practitioner in deciding when the needs of children who come to the agency's attention can be better met by service in their own homes or through placement away from home. Initially data were collected from caseworkers on a sample of cases. These data were analyzed to see whether any factor or group of factors was associated with a placement decision. An interview form was developed to be used during the first inperson interview with the caretaking adult in the case. Cases were reviewed by two groups of judges. Following a review of the experience of workers, the opinions of the judges, and an empirical analysis of the data, the intake interview guide was revised into its final form. (Author/CK)

ED 075 086 PS 006 421

Alkin, Marvin C. Koscoff, Jacqueline B.
A New Eclectic Model for the Redirection of Evaluation Efforts.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.

Report No.—CSE-R-84

Pub Date Mar 73

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counseling Services, *Decision Making, *Evaluation Techniques, *Models, *Motivation, Objectives, Political Influences, Social Influences, Speeches

A discussion of client evaluation is presented. One of the initial elements in performing an evaluation is "framing the decision context." In framing this context, the evaluator is faced with several key questions, for example, "Who are the decision makers or decision audiences to whom he will be presenting information?" and "What are the likely decisions that will be made as a consequence of information that he might present?" Additional dimensions of the decision context are explicit decision-making purposes, implicit decision-maker motives, developmental stage of programs, and the program's socio-political setting. (CK)

ED 075 087 PS 006 422

Wright, John C.
Attention & Cognitive Style, FY 1972.
Kansas Univ., Lawrence. Kansas Center for Research in Early Childhood Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Lab. and Center Transition.

Pub Date Dec 72

Note—109p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Attention, Behavior Patterns, Child Development, *Cognitive Development, *Elementary School Students, Evaluation, Learning Activities, Learning Processes, Manuals, *Measurement Instruments, *Preschool Children, *Rating Scales, Technical Reports, Tests

Identifiers—*Kansas Reflection Impulsivity Scale for Preschool, KRISP

A study is presented which concentrates on the development of a cognitive style assessment instrument for 3- to 8-year-olds and on a series of studies designed to evaluate the role of stylistic and attentional processes in the development of various competencies in young children. This report incorporates a manual for users, a technical report on the Kansas Reflection-Impulsivity Scale for Preschoolers (KRISP) for other researchers, including inter-form, test-retest, and intertester reliabilities, age and sex differences, a one-year stability study, and a study of retardate performance on the KRISP. The fifth section of this report contains two completed studies of attending behavior in young children. The sixth describes five studies concerned with elucidating the development of attention or observing strategies as preverbal aids to young children's learning. A seventh section describes four studies in the planning stages designed to extend the findings of this program. (Author/CK)

ED 075 088

PS 006 423

Aley, Micki
A Report on State Programs for Young Children in Colorado.

Education Commission of the States, Denver, Colo.

Spons Agency—Colorado State General Assembly, Denver. Legislative Council.

Pub Date Sep 72

Note—79p.; Paper prepared for the Colorado Legislative Council Committee on Public Education

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Programs, *Elementary School Students, Health Programs, *Preschool Children, Questionnaires, *State Programs, *Surveys, Tables (Data), Technical Reports

Identifiers—*Colorado

A survey was conducted to gather data on programs for young children run by the States. Questionnaires were distributed to the following State agencies: State Department of Education, State Department of Health, State Department of Institutions, State Department of Labor and Employment, and State Department of Social Services. This report presents a detailed look at the State departments' programs for children ages 0-12 in Colorado. It is divided into four sections. Section I is a narrative summary of the programs. Section II contains two charts which display data pertinent to each of the 81 programs. Section III contains comments from agency individuals, and Section IV presents conclusions. (Author/CK)

ED 075 089 PS 006 426

Zimmerman, Barry J.
Vicarious Influences on Children's Creative Behavior.

Arizona Univ., Tucson. Arizona Center for Educational Research and Development.

Spons Agency—Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.

Pub Date Feb 73

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstract Reasoning, *Behavior Change, *Creative Expression, Creativity, Elementary Grades, *Generalization, Nonverbal Learning, Observation, *Observational Learning, Technical Reports, *Visual Learning

A model's influence on the creative behavior of 120 fifth-grade children was studied in four variations. Separate groups observed a model who was either high or low in the fluency or flexibility creativity dimensions. Multivariate procedures were used to assess treatment effects upon children's fluency and flexibility measures collected on parallel and on a very different type of creative task. High model fluency was found to significantly increase child fluency and flexibility measures on the parallel task. A marginally significant increase in observer fluency was noted on the stringent generalization task. Contrary to predictions, increased model flexibility produced significant decreases in observer fluency and flexibility measures on both the parallel and stringent generalization tasks. (Author)

ED 075 090 PS 006 427

Petrie, Thomas A. And Others
Differentiated Staffing and Non-Teamed Organizational Structures as They Affect Elementary School Teacher-Pupil Interaction.

State Univ. of New York, Fredonia. Teacher Education Research Center.

Pub Date 13 Feb 73

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Diagnostic Teaching, *Individual Instruction, Kindergarten, Primary Grades, Self Esteem, Student Behavior, *Student Teacher Relationship, Teacher Behavior, Teacher Role, *Teaching Methods, *Team Teaching, Technical Reports

Identifiers—Erikson (E)

A study was conducted of the differences in the frequency of selected student-teacher interaction in differentiated staffs and in non-teamed

schools. The interaction processes studied were synthesized from Erikson's four stages of childhood: student behaviors—information processing, choice-making, reflection, problem solving, and procedures or operations (student involvement in activities using prescribed instructions); teacher processes—diagnosis, prescriptions, and presentation. Ninety children (K-3) in non-teamed schools and ninety in staff differentiated schools were observed each school day for two weeks, and behaviors were categorized. The data revealed significant differences in pupil-teacher interaction between the two types of schools: (1) children in differentiated staff schools received more individual prescriptions and made more choices about their learning activities, while children in the non-teamed schools engaged more frequently in information processing with adults. The non-teamed schools appeared to be characterized by information processing and presentations—somewhat more controlling and/or group-oriented pupil-teacher activities. The differentiated staff schools appeared to be characterized by choice-making and prescription—complementary processes which enhance individual ego strengths. [Not available in hard copy due to marginal legibility of original document.] (KM)

ED 075 091 PS 006 428

Simmons, M. Patricia

Piagetian Theory on Imitative Behavior in Childhood: Direction for Parent-Infant Education.

Pub Date 16 Feb 73

Note—14p.; Paper presented at the Special Invitational Interdisciplinary Seminar: Piagetian Theory and Its Implications for the Helping Professions (3rd, University of Southern California, Los Angeles, February 16, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Handicapped Children, Home Programs, *Imitation, Infant Behavior, *Infants, *Intervention, Observational Learning, *Parent Education, Preschool Education, Program Descriptions, Special Education, Stimulus Behavior

Identifiers—*Piaget (Jean)

Piagetian theory provides direction and support for an early identification, early intervention focus for special education of handicapped children. This focus includes guidance and training for parent and child to enhance their relationship and to facilitate the child's movement through normal developmental sequences in sensory-motor, cognitive, linguistic, and social areas. Piaget's sequence of stages in the development of imitative behavior is especially important for parent-infant education: (1) reflective or contagious imitation—0 to 1 month; (2) intentional sporadic imitation—1 to 3 months; (3) intentional systematic imitation of sounds and movements within child's repertoire—3 to 8 months; (4) imitation of movements within child's repertoire which he cannot observe himself performing (coordination of elements)—8 to 10 months—and beginnings of imitation of new auditory and visual-motor models—10 to 11 months; (5) systematic imitation of new auditory and visual-motor models—12 to 15 months; and (6) deferred imitation and beginnings of representational imitation (internalized coordination precedes external manifestation)—15 to 17 months. Pseudo or elicited imitation can be effectively implemented with very young exceptional infants and children. Care must be taken to guide parents and teachers in "natural" intervention techniques that do not strain parents or child. Home demonstration should begin early and continue until the child is ready for school. Models for imitation must be consistent with the child's capabilities and experiences and should build upon them. (KM)

ED 075 092 PS 006 429

Prescott, Elizabeth Jones, Elizabeth

Patterns of Teacher Behavior in Preschool Programs.

Pacific Oaks Coll., Pasadena, Calif.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Pub Date Mar 69

Note—14p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (Santa Monica, California, March, 1969)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Patterns, Preschool Education, *Preschool Programs, Student Teacher Relationship, *Teacher Behavior, Teacher

Characteristics, Teaching Conditions, *Teaching Styles, Technical Reports

As part of a larger study, the nature of the teacher-child relationship was examined in a random sample of 50 day care centers in Los Angeles County. Data were obtained by observation of teacher-child interaction and supplemented by interviews with directors and teachers. The groups of variables examined were: teacher performance, structural factors (physical space, administrative framework, and program format), and staff characteristics. Factor analysis disclosed four patterns of teacher behavior: encouragement-restriction, conformity to routine, group teaching, and independence training. The most stable features of teacher behavior were: (1) activity level, as indicated by amount of verbalization and number of communicative episodes; (2) emphasis on working with children individually or in groups; and (3) frequent use of either encouragement, with accompanying lessons in consideration and creativity, or restriction, along with lessons in control and restraint. Few teachers made extensive use of both encouragement and restriction; rather, they utilized one in the absence of the other. Teacher behavior within a center was found to be associated with quality of physical space, size of center, characteristics of staff, and responses of children. (Author/KM)

ED 075 093 PS 006 430

Barnard, Douglas P.

The Effect of Incentives on Reading Readiness Skills. Final Report.

Mesa Public Schools, Ariz.

Spons Agency—National Inst. of Mental Health, Rockville, Md.

Pub Date 31 Aug 72

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Compensatory Education Programs, *Incentive Systems, *Parent Influence, Parent Participation, Preschool Education, *Preschool Programs, *Reading Readiness, Reading Readiness Tests, Reading Skills, Reinforcement, Technical Reports

Identifiers—Clymer Barrett Prereading Battery Test, Haywood Picture Motivation Scale, Murphy Durrell Letters in Words Test, Peabody Picture Vocabulary Test

A study was conducted to investigate the effects of child and parent incentives on the acquisition of reading readiness skills of educationally disadvantaged preschool children. Ss were 121 students from Title I kindergarten classes. Four bilingual paraprofessionals were trained to interview parents, administer the pre- and post-tests, and operate the incentive systems at each of the schools. Of the four schools, parents of students in two schools were provided with cash incentives for attending each session. Children in two schools were involved in a progressive incentive system. For every four weeks, there was a subskills test (pre and post) and a different incentive plan, which progress from immediate reinforcement to delayed reinforcement to social reinforcement. Results showed that: (1) there was no statistically significant difference on the improvement of intelligence scores regardless of the child's motivational style or the incentive system used; (2) the parent and child incentive groups performed significantly better than the child or parent incentive groups on the visual discrimination test; (3) when intelligence is held constant, there was no statistically significant difference between ethnic groups on the Clymer-Barrett Pre-Reading Battery, but there was a statistically significant difference between ethnic groups on the informal reading readiness subskill test of matching letters; (4) the parent group receiving incentives demonstrated greater attendance behavior than those parents who did not receive incentives. (KM)

ED 075 094 PS 006 431

Moskovitz, Sarah

Do Preschoolers Learning to Sort Prefer the Help of Vygotsky or Piaget?

California State Univ., Northridge. School of Education.

Pub Date [72]

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstract Reasoning, Concept Formation, *Intervention, Language Aids, *Nonverbal Learning, Preschool Children, Preschool Education, *Sorting Procedures, Technical Reports, *Verbal Learning

Identifiers—Piaget (Jean), Vygotsky (LS)

A study was conducted to determine whether language provided for the child in discriminating specific criteria helps him significantly to learn to create and hold criteria for sorting, a major difference in the theories of Vygotsky and Piaget. Specifically three questions are investigated: (1) whether 3- to 5-year-old black ghetto children can be moved further along the continuum of sorting ability to sort in two short but intensive training periods; (2) which teaching method is more effective—the verbal method in which the child is given practice in sorting with verbal rules and labels supplied by the adult or the nonverbal symbolic gestural method where the child simply imitates adult actions or pantomimes his own; and (3) whether two approaches are differentially effective depending on the level of difficulty of the task, defined here as sorting by color (easiest), form (next difficult), and function (most difficult because most abstract). Ss were 123 black boys and girls from children's centers in Watts. Each child was seen twice individually and provided with a training period and refresher session between pre-testing and post-testing. Both types of training were shown to have a significant effect, but either type was as effective as the other for color and form. Verbal training was more effective for function sorting. Boys performed better with nonverbal training, and girls performed better with verbal training. (KM)

ED 075 095 PS 006 432

McCauley, Boyd R. Evans, Ellis D.

Children and Youth: Psychosocial Development.

Pub Date 73

Note—529p.

Available from—The Dryden Press, 901 North Elm, Hinsdale, Illinois 60521 (\$10.95)

Document Not Available from EDRS.

Descriptors—Adolescents, *Behavior Development, Children, Cognitive Development, Conflict, Creativity, *Developmental Psychology, Intelligence, Language Development, Learning, Moral Values, Perception, Role Perception, Self Concept, Sex Differences, *Social Development, *Socialization, *Textbooks

Psychosocial development is the focus of this psychology textbook. In part 1, a view of human development and society, the following areas are covered: (1) basic concepts of psychosocial development; (2) ways of viewing human development; and (3) dilemmas in human development. Part 2, the development of symbolic behavior and special factors in cognition, covers: (1) language development; (2) intelligence; and (3) special factors—attention, perception, intentional learning and incidental learning, expectancies, cognitive style, curiosity, and creativity. Part 3, social and personal development, covers: (1) psychosexual development; (2) moral and political development and behavior; (3) children, youth, and their peers; (4) areas of psychosocial conflict; (5) the development of self; and (6) human development and the schools: some contemporary problems. Statistical and measurement considerations are discussed in an appendix. (KM)

ED 075 096 PS 006 433

Collins, W. Andrew

Developmental Aspects of Understanding and Evaluating Television Content.

Minnesota Univ., Minneapolis. Inst. of Child Development.

Pub Date 30 Mar 73

Note—10p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 30, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Age Differences, Aggression, *Cognitive Development, *Comprehension Development, Literature Reviews, *Social Behavior, Social Values, Speeches, *Television Viewing

Age differences affect children's understanding and evaluation of television content, and these differences may be related to social behavior after watching television. One type of age-related changes concerns changes in the cognitive skills that children must use to comprehend content. Studies have shown that children as old as third graders remember little of a plot, that children's knowledge of the motives and consequences for aggression increase with age, as do their abilities to reconstruct sequences and identify causal relationships. These qualitative changes reflect cogni-

tive growth involving learning of task-relevant cues, aspects of memory, improvement of selective attention and inferential abilities. A second type of age-related changes concerns changes in the bases that children use for evaluating social acts in general. Studies have shown that children of different ages are likely to use different criteria for evaluating a televised model's actions; there is a major shift at about age nine or ten from consequences-based to motive-based evaluations of actions. These age differences should be a major concern in future work on the television viewing-social behavior relationship. For very young children, representations of aggressive acts they have seen on television often stand along as guides for later behavior, while older viewers are much more likely to have a representation of the action modified by knowledge of the motives and consequences associated with it. Studies of the idea of a cognitive mediator, a conceptualization of the mechanism for the effect of a single television program, are underway. Apparently the temporal contiguity of motives, aggression, and consequences facilitates comprehension for younger children. (KM)

ED 075 097 PS 006 434

Vukelich, Carol

The Language of the Disadvantaged Child: A Deficient Language?

Pub Date [73]

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Disadvantaged Youth, Early Childhood Education, Language Instruction, *Language Patterns, *Language Proficiency, *Language Usage, Linguistic Patterns, *Linguistic Performance, Literature Reviews, *Nonstandard Dialects, Social Dialects, Sociolinguistics, Verbal Communication

Recent studies suggest that the language deficiency often attributed to disadvantaged children, especially disadvantaged black children, is not a language deficit so much as a difficulty in dialect switching. The disadvantaged child's language patterns are different from the language patterns of the child from the mainstream of American society. A child's language may vary from accepted school language in vocabulary, pronunciation, or the manner in which the child puts words together in sentences. Non-standard English-speaking children are as linguistically competent in their language as standard English-speaking children are in theirs, but important differences exist between them in the uses made of their language. Teachers of young disadvantaged children should accept the language they bring to school, respond to what they say without correcting them, and focus language teaching on extending their linguistic performance. Linguistic performance can be extended by conversing with the child, asking questions that encourage lengthy answers, and using classroom materials relevant to the disadvantaged child's subculture. Disadvantaged children need to be helped to use their language to label, describe, categorize, and generalize. Three aspects of children's verbal functioning that should be improved through a language program are: attention and auditory discrimination, explicit language use, and language structure and vocabulary. (KM)

ED 075 098 24 PS 006 445

O'Connell, Dorothy, Comp.

Multiply Handicapped Children: A Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Report No—OCD-05-70-166

Pub Date Jan 73

Contract—OEC-0-70-2623(519)

Note—43p.

Available from—College of Education Curriculum Laboratory, University of Illinois, 1210 West Springfield Avenue, Urbana, Illinois 61801 (\$1.35, Catalog No. 1300-36)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, Exceptional Child Education, Exceptional Child Research, *Handicapped Children, *Multiply Handicapped, Resource Materials

Citations for this bibliography concerning multiply handicapped children were taken primarily from "Research in Education," "Current Index to Journals in Education," and "Exceptional Child

Education Abstracts." Index terms are provided for citations. (KM)

ED 075 099 24 PS 006 446

Howard, Norma K., Comp.

Open Education: An Abstract Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Report No—OCD-05-70-166

Pub Date Mar 73

Contract—OEC-0-70-2623(519)

Note—43p.

Available from—College of Education Curriculum Laboratory, University of Illinois, 1210 West Springfield Avenue, Urbana, Illinois 61801 (\$1.35, Catalog No. 1300-37)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Bibliographies, Educational Change, Educational Innovation, Elementary Grades, Experimental Schools, Kindergarten, *Open Education, Open Plan Schools, Preschool Education, Resource Materials

This abstract bibliography is a guide to recent ERIC documents concerning open education. The focus is on open education practices in preschool, kindergarten, and elementary school. Entries in the first section were taken from "Research in Education"; entries in the second section were taken from "Current Index to Journals in Education." The following descriptors were used in searching: open education, open plan schools, educational change, educational innovation, and experimental schools. Descriptors appear after each title in the first section; entries in the second section have neither abstracts nor descriptors. (KM)

ED 075 100 PS 006 459

Title VI-G, ESEA, Proposal for a Modified Primary Program for Children with Learning Disabilities. (Abstract and Narrative Sections).

Anchorage Borough School District, Alaska.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 20 Mar 73

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Design, Evaluation Techniques, *Grade 1, Individualized Instruction, Intervention, *Kindergarten Children, *Learning Disabilities, Models, Primary Grades, *Program Proposals

Identifiers—Alaska

A project emphasizing prevention of learning disabilities through early identification and individualized educational prescriptions was conducted. Children identified through a screening process will go from kindergarten to a modified primary class. Here, they will be provided with a curriculum designed to develop the skills needed for successful participation in first grade. Specific objectives of this project include: (1) Establish assessment procedures; (2) Provide instruction to selected kindergarten and first grade teachers in administering, scoring, and interpreting selected assessment instruments; (3) Screen 600 kindergartners; (4) Provide in-service training for five regular primary teachers; and (5) Operate four modified primary classes within the Anchorage Borough School District. The model developed in Anchorage will serve as a training resource for university students and for teachers throughout Alaska. (Author/CK)

ED 075 101 PS 006 460

Clyne, Roger

Emphasis: Identification.

Anchorage Borough School District, Alaska.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [73]

Note—4p.; Preprint of article to be submitted for publication in the "Dean"

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Grade 1, *Identification, Kindergarten Children, *Learning Disabilities, Prediction, *Preschool Children, *Primary Grades, Program Descriptions, Rating Scales, *Teaching Methods

Identifiers—*Boehm Test of Basic Concepts, Elementary Secondary Education Act Title VI G, ESEA Title VI G

A potential program for dealing with the identification of kindergartners with potential learning disabilities is discussed. The subject is dealt with on the level of prediction. It is pointed out that as children learn in different ways, different methods of educating them must be devised. Early identification of disabilities lessens the chances of the failure syndrome. A ranking scale is being developed to allow each kindergarten and/or first grade teacher to rate her class in various areas. One data-gathering device is the Boehm Test of Basic Concepts. Certain high-risk students will be selected for a modified educational program. This program may be replicated later. (CK)

ED 075 102 PS 006 461

Gaynor, Jeanne

Emphasis: Prescription.

Anchorage Borough School District, Alaska.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [73]

Note—4p.; Preprint of article to be submitted for publication in the "Dean"

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Behavior Change, Concept Teaching, Curriculum Design, Grade 1, Learning Disabilities, *Models, Parent Participation, *Primary Grades, Program Descriptions, *Psychomotor Objectives, Reinforcement

Identifiers—Elementary Secondary Education Act Title VI G, ESEA Title VI G

A program designed to reduce educational failures by setting up four model classrooms of pupils with potential learning problems is discussed. Each child will be actively involved in an enjoyable way using manipulative materials to develop concepts of thinking. The basic assumption of the classrooms is that the best way to attack a learning problem is to give massive successful experience with immediate positive reinforcement. The initial emphasis will be on modifying classroom behavior. Parents will be an essential part of the program, and the curriculum will be flexible. The three basic curriculum areas will be: adaptive school behavior, sensory-motor integration, and academics. (CK)

ED 075 103 PS 006 462

Smart, Barbara C.

Emphasis: Prevention.

Anchorage Borough School District, Alaska.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [73]

Note—4p.; Preprint of article to be submitted for publication in the "Dean"

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Design, Diagnostic Teaching, *Grade 1, Individualized Instruction, Kindergarten Children, *Learning Disabilities, *Models, *Prevention, *Primary Grades, Program Descriptions

Identifiers—Elementary Secondary Education Act Title VI G, ESEA Title VI G

A project emphasizing prevention of potential learning problems through early identification and individual educational prescriptions is discussed. Children identified through a screening process will be placed in a modified primary class. They will receive a curriculum designed to develop skills required for successful participation in first grade. A continuum of placement will be available for children who have been identified through screening. An outgrowth of the project will be an outline of the areas to be included in the specially designed curriculum. (CK)

ED 075 104 24 PS 006 466

Spencer, Mima, Comp.

Socialization of Young Children: An Abstract Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Jan 73

Contract—OEC-0-70-2623(519)

Note—40p.

Available from—College of Education Curriculum Laboratory, University of Illinois, 1210 West Springfield Avenue, Urbana, Illinois 61801 (\$0.70, Catalog No. 1300-38)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Annotated Bibliographies, *Children, Moral Values, *Preschool Children, Social Adjustment, Social Attitudes, Social Behavior, Social Development, Social Influences, *Socialization, Social Maturity, Social Reinforcement, Socioeconomic Status

This bibliography is a guide to recent ERIC documents on the socialization of young children. Abstracts are provided for entries cited from Research in Education. Articles from Current Index to Journals in Education are listed. Titles selected were indexed under one or more of the following: social behavior, social development, social maturity, social reinforcement, social influences, socioeconomic status, social attitudes, moral values or social adjustment. (KM)

RC

ED 075 105 RC 004 216

Pelham, John T.

Status Consistency of the Projected Frames of Reference of Rural Males.

Spans Agency—Cooperative State Research Service (DOA), Washington, D.C.
Report No—TAES-H-2611

Pub Date Aug 69

Note—27p.; Paper presented at the Rural Sociological Society meeting, San Francisco, Calif., August 1969

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anglo Americans, *Area Studies, *Expectation, Goal Orientation, *Grade 10, High School Students, Males, Negroes, *Occupational Aspiration, *Rural Areas, Statistical Analysis, Tables (Data)

The specific research objective of this paper was to make racial comparisons on the consistency dimension of the projected frames of reference of adolescent males from the rural South. Data were obtained from a population of high school sophomores in 3 Texas and 2 Georgia counties. Complete data were available for 223 white and 192 Negro males. Findings indicated that a majority of both races had status aspirations which were of different levels, although few of either race were totally inconsistent. White males were more likely than Negroes to be consistent in their aspirations. Large majorities of both races demonstrated inconsistent anticipated frames of reference, although more distinct racial differences existed for the vertical dimension of the anticipated frames of reference. A comparison of the 2 frames of reference revealed some horizontal inter-frame variation. Males of both races were less consistent in their expectations than in their aspirations, although this was true to a greater extent among whites than Negroes. Further research needs were other important status variables, e.g., material possessions, leisure time activities, residence, and additional research on consistency of the projected frames of reference of youth. (HBC)

ED 075 106 RC 004 881

A Bilingual Approach: Education for Understanding. Leadership Report.

Southwest Intergroup Relations Council, Inc., Austin, Tex.

Pub Date Jan 70

Note—22p.

Available from—Southwest Intergroup Relations Council, Inc., 1503 Guadalupe, Suite 206, Austin, Texas 78701 (\$0.20, bulk rates on request)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anglo Americans, *Bilingual Education, *Cultural Interrelationships, Demonstration Programs, Intergroup Education, Leadership Qualities, *Mexican Americans, Student Needs

The story of the bilingual education program in the United Consolidated School District (UCSD) of Webb County, Texas, began with testimony given by witnesses at the U.S. Commission on Civil Rights' San Antonio hearing (December 9-14, 1968). This testimony dealt with the devastating effect of common educational practices upon Mexican American children in the Southwest. The last witness, however, was the UCSD superintendent who described his district's bilingual program, its conception, and the results. The program was designed: (1) to enable the Spanish speaking child to progress normally by instruction

in his native language while, at the same time, teaching him the English language; (2) to take advantage of his knowledge of Spanish language and culture to broaden the education of all of the children, including Anglos; and (3) to create an atmosphere in the classroom conducive to more wholesome self-concepts and relationships among the students. Included were examples of the leadership exhibited by this district and suggestions for other districts attempting bilingual education programs, soliciting support from the community and beginning the program although conditions may not be ideal. (HBC)

ED 075 107 RC 006 548

Adams, Milton N., Comp.

Survey of Minority Participation on Michigan Newspapers and in Michigan Schools of Journalism. Research Report No. 8.

Michigan State Univ., East Lansing. Center for Urban Affairs.

Pub Date May 71

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indians, *Higher Education, *Journalism, Mexican Americans, *Minority Groups, Negroes, *Newspapers, *Participation

Mail surveys were conducted to determine minority participation on the 56 daily newspapers in Michigan and the number of minority group students enrolled in accredited 4-year journalism programs at the 5 Michigan universities. Questionnaires were sent to the managing editor of each newspaper requesting the number of full-time employees and the number of Blacks, Mexican Americans, and American Indians employed as news executives, deskmen, reporters, and photographers. Questionnaires were also sent to the 5 journalism department chairmen requesting the number of students enrolled in their programs and the number of Blacks, Mexican Americans, and American Indians. It was found that minority participation on Michigan newspapers was low in proportion to the minority populations in the state. Black participation in the Michigan press was 2.2% while the Black population represented 11% of the state population. Mexican Americans and American Indians had no representation at all in the news media. A suggested solution to this problem was that the journalism schools continue to actively recruit minority students. (PS)

ED 075 108 RC 006 850

White, Jay Vincent

Taxing Those They Found Here. An Examination of the Tax Exempt Status of the American Indian.

Institute for the Development of Indian Law, Washington, D.C.

Pub Date 72

Note—191p.

Available from—Institute for the Development of Indian Law, Suite 612, 927-15th Street, N.W., Washington, D.C. 20005 (\$6.00 plus postage)

Document Not Available from EDRS.

Descriptors—*American Indians, *Civil Rights, *Court Litigation, Federal Legislation, Federal State Relationship, Legal Responsibility, Reservations (Indian), *Taxes, *Treaties, Tribes

In 1971, the Institute for the Development of American Indian Law was organized to develop a program which would begin to sort out the inconsistencies and contradictory doctrines blocking any final settlement of the rights of American Indians. The field of taxation is one in which conflicts have continually arisen. This text is intended to give tribal councils, individuals, tribal lawyers, and administrators working with Indian people a source document to aid them in understanding the complexity of the subject matter. The subject of Indian taxation involves tribal self-government, treaty rights, Congressional powers over individual Indians and tribes, and the relationship of tribal governments to state governments and agencies. The text outlines the problems which are encountered in the following topic areas: treaties, statutes and "attributes of sovereignty"; tax exempt Indians and the courts; tax exempt status of Indians in Washington State; and Washington and Public Law 280: The Tonasket Case. The text examines the current state of Indian rights and explains to Indian people the basis of their claims to certain legal rights. The book is designed to give a historical overview to the theories of taxation which affect Indian income derived from trust lands covering the major

cases in the Federal court system which have tried to define the tax status of Indian people as regards their property. In addition, the book covers the major developments in the field of state taxation of Indian people. In the appendixes, the full texts of 6 reported court decisions are reprinted. (FF)

ED 075 109 RC 006 872

Knecht, James John, II

The Proposed Transfer of the Indian Bureau to the Department of War.

Pub Date May 73

Note—65p.; Master's thesis submitted to New Mexico State University, Las Cruces, New Mexico

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American History, *American Indians, *Ethnic Studies, *Government Role, Legal Responsibility, Legislators, *Policy, Relationship, Tribes

Identifiers—BIA, *Bureau of Indian Affairs, Department of War

From its inception, the United States has been faced with the problem of how to treat with the American Indian nations and tribes. This problem is many-faceted: who should deal with Indian affairs; how should the Indian be treated—as citizens or as independent nations; how should the redman be parted from his lands, which were coveted by the white settlers; and whether the government should civilize, remove, or exterminate the Indians. In 1789, Congress delegated Indian affairs to the newly created Department of War where they remained until 1849, when they were transferred to the Department of the Interior. In the years following the transfer, the Department of War began agitating for the return of the Indian Bureau. Various religious bodies, humanitarian societies, Indian agents, and many of the Indians themselves joined forces with the Department of the Interior and the Bureau of Indian Affairs to oppose the transfer. Both factions accumulated thousands of pages of data, tables, testimony, and assorted documents to defend their positions. The controversy came to a head in 1879, then gradually died out over the next 20 years. The purpose of this thesis was to examine the transfer problem—its proponents and opponents, its implications, alternatives, and the views of some of the Indians themselves. (Author/FF)

ED 075 110 RC 006 875

Coles, Robert

Migrants, Sharecroppers, Mountaineers. Volume II of Children of Crisis.

Pub Date 67

Note—653p.

Available from—Little, Brown & Co., 34 Beacon Street, Boston, Mass. 02106 (\$12.50 plus handling)

Document Not Available from EDRS.

Descriptors—Agricultural Laborers, Cultural Environment, *Economic Disadvantage, *Educational Disadvantage, Land Use, Migrant Child Education, *Migrants, Negroes, Religion, *Rural Youth, *Sharecroppers

Information on the rural disadvantaged children presented in this book was gathered by observation and through interviews with 3 groups of people. These groups include the migrant workers on the eastern coast, the sharecroppers and tenant farmers who live in the Old South, and the mountaineers of Kentucky, Virginia, West Virginia, and North Carolina. The children of these regions are described in detail and in many cases are allowed to tell their own stories. The 3 geographical areas are described in terms of the land itself and the people's feeling for the land. Rural life is discussed in terms of spirit, youth, upheaval, and religion. The children are pictured as living a life of frustrating poverty in which the educational opportunities necessary to improve their condition are lacking. (PS)

ED 075 111 RC 006 876

Coles, Robert

The South Goes North. Volume III of Children of Crisis.

Pub Date 67

Note—687p.

Available from—Little, Brown & Co., 34 Beacon Street, Boston, Mass. 02106 (\$12.50 plus handling)

Document Not Available from EDRS.

Descriptors—Area Studies, Books, *Disadvantaged Youth, *Economically Disadvantaged, Educational Environment, Identification (Psychological), Low Income Groups, *Migration Patterns, Negroes, Northern Attitudes, *Rural Urban Differences, *Social Problems
Identifiers—*Appalachia

The purpose of this book was to document the plight of poor people who have migrated from the rural areas of the Southern United States and Appalachia and entered the ghettos of northern cities, such as Chicago, Cleveland, New York, and Boston. Data were collected via the author's studies, travels, and interviews. Part I provided the setting for the book and the method. In Part II, the people described are blacks in the city; white visitors; white northerners; and people from the mountains, the Appalachian men, women, and children. "Those Places They Call Schools" and "Teachers and the Children of Poverty" are specific topics of discussion in Part III. "The Way It Is in the Alleys, the Way It Is on the Porches," "Vitality and Violence, Life and Death," and "The Lord in Our Cities" are the chapter titles in Part IV. (HBC)

ED 075 112 RC 006 877

Rural Development: 1971—A Year of Listening and Watching the Development of the Growing Consensus that Something Must Be Done for the People of the American Countryside.

Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry.
Pub Date 31 May 72
Note—504p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—Agriculture, American Indians, *Disadvantaged Groups, *Economic Factors, Education, *Federal Programs, Government Role, Health Needs, Higher Education, Housing Deficiencies, *Job Development, Land Use, Population Trends, *Rural Development, Transportation

Identifiers—*Revenue Sharing

Separate reports on various aspects of rural development were presented in this committee report. A summation of accomplishments during 1971 and plans for the future were presented. Major topics covered in the reports included job development, revenue sharing, Federal spending in rural areas, current population trends, the improvement of management capabilities of small local governments, extension of higher education resources into rural areas, and changing governmental roles. Some problem areas were defined and discussed. These problem areas included rural outmigration, regional planning, agriculture, poverty, minority groups, housing, water and sewer systems, rural health, education, business and industrial development, transportation, rural credit, land use, and natural resources. A list of other publications by the Subcommittee on Rural Development is appended. (PS)

ED 075 113 RC 006 879

Acuna, Rodolfo. Occupied America. The Chicano's Struggle Toward Liberation.

Pub Date 72
Note—282p.
Available from—Harper & Row Publishers, Canfield Press, 850 Montgomery Street, San Francisco, Calif. 94133 (\$3.95)

Document Not Available from EDRS.

Descriptors—Activism, Anglo Americans, Braceros, Catholics, Discriminatory Legislation, Labor Conditions, Labor Unions, *Land Settlement, *Mexican American History, Migration Patterns, *Racism, Religious Conflict, Social Problems, *Socioeconomic Influences, *United States History

Identifiers—*Southwest

Covering the period from 1819 to the present, this book presents the history of Chicanos in the United States with emphasis on the Southwest. The monograph is divided into 2 parts: (1) the U.S. conquest of the Southwest during the 19th century and (2) the experiences of Chicanos in the 20th century. In Part I, the historical myth that the Anglo American people brought democracy to the Southwest and "liberated" the area from Mexican tyranny is challenged by giving a historical overview of the U.S. Southwest. This overview covers the conquest of Mexico, the Mexican-American War, the methods of colonization in the Southwest, and instances of Mexican resistance against their oppressors. The conquest

and colonization of Texas, New Mexico, Arizona, and California are discussed in separate chapters. Part II, "A Radical View of the 20th Century Chicano," discusses the importation of Mexicans, their migration patterns, public opinion towards their immigration, legislation pertaining to Mexicans, and education and religion in relation to the Mexicans. Several labor strikes, such as the Cantaloupe Strike, the Di Giorgio Strike, and the San Antonio Pecan Shellers' Strike, are discussed, along with the attempts by the Chicanos to unionize. The Chicano movement is also reviewed from its beginning to the present. A subject index is provided. (NQ)

ED 075 114 RC 006 880

Agua Arriba—Up the Stream.

Florida State Dept. of Education, Tallahassee. Migratory Child Div.

Pub Date Apr 73

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Care Centers, *Directories, *Enrichment Programs, Food Handling Facilities, *Migrant Child Education, Migrant Health Services, *State Programs, *Summer Programs, Supplementary Educational Centers

Designed for migratory agricultural workers whose children attended Florida schools during the winter, this directory lists and describes summer educational programs outside the state of Florida. The programs are said to provide trained teachers and other personnel, planned recreational and vocational training, and enrichment programs designed for migrant children. Parents are encouraged to enroll their children in these programs by checking under the state where they are working and by telephoning the program director nearest the town where they are working. Information provided from each state specifies the county or district, school, town, program, contact person, and phone number. The 19 states for which information is provided are Alabama, Delaware, Georgia, Indiana, Maryland, Massachusetts, Michigan, Minnesota, Missouri, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, Tennessee, Virginia, West Virginia, and Wisconsin. The introductory letter to the parents is written in both English and Spanish. (HBC)

ED 075 115 RC 006 881

Kalla, Joseph Adam.

An Evaluation of an Interdisciplinary Program in an Elementary Teacher-Education Curriculum.

Pub Date Jun 72

Note—173p.; Doctor's dissertation submitted to the University of Wyoming, Laramie, Wyoming

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Elementary Grades, *Evaluation, Innovation, *Interdisciplinary Approach, Learning Experience, *Outdoor Education, Student Attitudes, *Teacher Education, Teaching Methods
Identifiers—*Canada

The effects of an experimental, interdisciplinary, outdoor education program on selected students enrolled in a 2-year elementary teacher preparation program were measured. The sample consisted of 76 second year students; 39 students in a naturally assembled class were the control group, and 37 in another class were the experimental group. The main treatment experienced by the experimental group was a 4-day, off-campus outdoor education experience. Four scales were used to measure student perceptions toward the structure of educational experiences, the learning environment, student to student relationships, and student and teacher relationships. A pretest and 2 posttests were administered. It was found that the program contributed to statistically significant and favorable changes in students' attitudes on 3 of the 4 scales related to conditions that existed in the professional education classes, that it had no statistically significant effect on attitudes concerned with student to student relationships, and that it may have caused a favorable change in attitudes toward what should be a desirable condition in the elementary school. Recommendations included that the interdisciplinary program should be expanded, that the study be replicated, and that different treatments be measured. (PS)

ED 075 116 RC 006 882

Hielmseth, Don E. Berg, Lyle L.

Individualization of Instruction: The American Indian Student. Education Monograph No. 7.

Montana Univ., Missoula. Div. of Educational Research and Services.

Pub Date Dec 71

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Cultural Differences, *Curriculum Design, *Educational Needs, Educational Resources, *Individualized Instruction, Parent Participation, Resource Centers

The monograph provides a brief framework for exploring individual differences of the American Indian student. The individualized program of teaching and learning is designed to account for individual differences in the broadest terms. Emphasis is placed on the idea that educators must address themselves to the knotty problem of changing the educational sequence for children into one of constant challenge with each day a successful day and without a daily frustration level which tends to destroy initiative and the desire to achieve. The authors believe a successful individualized program can be developed through the cooperative effort of all those who desire to improve Indian education. The individual child must be given the opportunity to develop the skills and concepts necessary to live in a bicultural society. Teachers must be sensitive to and cognizant of ways to provide opportunities for the Indian child to identify with and feel a pride in his heritage. Four areas of consideration in designing an individualized instructional program are discussed: (1) the situation—education for the Indian child has failed because his cultural identity has been ignored; (2) the individual—the teacher must understand the setting out of which the child appears each day; (3) the involvement in curriculum development by parents, tribal leaders, educators, and curriculum designers; and (4) the program—techniques for teaching. (FF)

ED 075 117 RC 006 883

Schulman, Sam. And Others.

Mexican American Youth and Vocational Education in Texas: Summary and Recommendations. INSTb02780

Houston Univ., Tex. Center for Human Resources.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date Feb 73

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Choice, Community Attitudes, Dropout Attitudes, Employer Attitudes, *High School Graduates, *Mexican Americans, *Occupational Surveys, Parent Reaction, Trade and Industrial Education, *Vocational Education

Identifiers—*Texas

Included in this publication is a summary of principal findings and recommendations of the report entitled "Mexican American Youth and Vocational Education in Texas." The summary indicates that the Mexican American in Texas is more economically and educationally disadvantaged than his Anglo American counterpart. It is further concluded that, while the pattern of deprivation is similar in all parts of the state, the intensity of deprivation varies from region to region. Demographic data; the selection procedure; and attitudes toward life, school, cultural orientations, and vocational education (VE) are discussed for students, VE graduates, dropouts, employers, parents, and community and school personnel in the summary section. In the recommendations section is a discussion of "The Manpower Background." It is indicated that Mexican Americans are poorly represented in the statewide labor force and that, historically, there has been a gap between developing jobs and vocational patterns which would affect all VE students, especially the Mexican American VE students. General recommendations are made in the areas of career education, the organization and planning of vocational programs, post-secondary vocational/technical education, and communication. Some areas in which specific recommendations are made include the retardation of educational achievements, the Spanish language, bicultural courses, the tracking of students, role models, and agricultural migrants. (HBC)

ED 075 118 RC 006 884

El-Shibiny, M.

Trends in Teacher Education. Number 12, Trends in the Ruralization of Primary School Curriculum.

lum in the Seventies and the Role of Teacher Education Institutions in Asian Countries.

Philippines Univ., Quezon City. Asian Inst. for Teacher Educators.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date Oct 70

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Development, *Curriculum Development, *Developing Nations, *Educational Objectives, *Educational Trends, *Instructional Materials, *Primary Education, *Rural Education, *Rural Farm Residents, *Teacher Education, *Urbanization

Identifiers—*Asia

In the last 20 years, progress has been evident in the increase of enrollment in all stages of education in Asia. Tremendous efforts have been made to provide primary education for the remotest villages in the Asian communities. However, the concept that primary education is a means for fulfilling the obligations of human rights and for making rural children literate is not adequate. In the 1970s, a different approach must be implemented in rural education. New innovations in curriculum organization; provision of modern equipment and materials, better textbooks, and instructional teaching aids; more creative methods of teaching; preparation of better teachers; and more efficient school supervision and administration are envisaged to be given more consideration in primary education in rural communities. The following basic concepts should be treated as directives in creating a ruralized curriculum: (1) self-realization in the rural community, (2) social and cultural cognizance of the rural community life, and (4) civic responsibility toward the rural community. The rural communities will be the backbone of economic development in Asian countries for decades to come. Education can contribute to the needed rural reform and community development. (FF)

ED 075 119 95 RC 006 885

Williams, David L. And Others

Education for the Rural Disadvantaged: Summary of Findings and Conclusions of an Experimental Study. Research Report.

Illinois Univ., Urbana. Div. of Agricultural Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Bureau No—BR-5-0125

Pub Date Jul 70

Grant—OEG-0-9-585041-0773(085)

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Agriculture, *Economic Disadvantage, *Educational Programs, *Evaluation, *Family Life, *Health, *Occupational Aspiration, *Religion, *Rural Education, *Social Environment, *Vocational Education

Identifiers—*Project REDY, *Rural Education, *Disadvantaged Youth

To accomplish the objectives of the Rural Education, Disadvantaged Youth research project, referred to as Project REDY, the research staff members first attempted to develop a close working relationship with selected disadvantaged rural families through family interviews. Immediately following each interview, the interviewers tape recorded their impressions and observations of the home surroundings, family characteristics, conditions of the residence, family morale and adjustment, and family opinions regarding the community and education. These observations and those of local coordinators comprised the first section of this report. For the formal research, reported in the second section, 1 depressed rural county in Illinois was chosen and 2 random samples were drawn: 1 of all families in the area and 1 of the severely disadvantaged families. The 4 dimensions studied were economic, psychological, sociological, and anthropological. Also in the second section were (1) a summary of the characteristics of severely disadvantaged families residing in a selected depressed rural area; (2) an overview of the development of the model vocationally oriented, family-centered educational program, which was a major project objective; (3) a discussion of

findings and conclusions pertaining to the evaluation of the REDY Educational Program; and (4) a statement of implications and recommendations. (PS)

ED 075 120 RC 006 886

A Teachers' Guide for the Outdoor School Program.

Battle Creek Public Schools, Mich.

Pub Date [70]

Note—243p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Activity Units, *Educational Planning, *Elementary School Students, Grade 5, Grade 6, *Instructional Aids, *Outdoor Education, *Staff Role, *Teaching Guides

Identifiers—*Michigan

The general aim of this guide is to aid the teachers of the fifth and sixth grade boys and girls who participate in the Outdoor School program at the Battle Creek Outdoor Center. Another major aim of this guide is to aid the outdoor school teachers who bear the major responsibility in implementing the outdoor school program. An historical overview of the Clear Lake Camp in Michigan, a description of the outdoor center facility, an overview of the Outdoor School program, staff responsibilities at the Outdoor School, planning information for teachers, instructions on how to use the guide, and a sample weekly schedule are given. Activities for education in the out-of-doors and activities for education in the out-of-doors are described in separate sections for fall, winter, and spring. A rationale, the recommended grade level, background information for teachers, the seasonal implication, and a descriptive outline are given for each activity. Specific activities include archery; gun safety; fishing; boating; arts and crafts using native materials; cooking out; orienteering on a compass course; visits to a dairy farm, a beef farm, and a sphagnum bog; a fossil dig; a rock hunt; a drop-off hike; an exploration of the Cedar Creek Watershed, and an observation of pond life. (HBC)

ED 075 121 RC 006 888

American Indian Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 3.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-6-2469

Pub Date Mar 73

Contract—OEC-1-6-062469-1574

Note—442p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Abstracts, *American Indians, *Annotated Bibliographies, *Doctoral Theses, *Documentation, *Educational Resources, *Eskimos, *Indexing, *Masters Theses, *Nonreservation American Indians, *Research, *Reservations (Indian), *Resource Materials, *Tribes

Documents on American Indian education are cited in this bibliography, which is a supplement to 3 earlier bibliographies (ED 031 352, ED 048 961, and ED 058 980). The bibliography contains abstracts of approximately 337 documents cited in "Research in Education" (RIE) from July 1971 through September 1972 and approximately 72 citations (some annotated) from "Current Index to Journals in Education" (CJIE) from July 1971 through September 1972. Citations are indexed by subject terms. The entries cover a wide variety of educational resource materials, such as research and program reports, teacher guides, books, and articles, that examine educational development relative to Indians. (FF)

ED 075 122 RC 006 890

Gonzales, Rodolfo

I am Joaquin. Yo Soy Joaquin. An Epic Poem with a Chronology of People and Events in Mexican and Mexican American History.

Pub Date 72

Note—122p.

Available from—Totin Publishing Co., 4036 Morrison, Denver, Colo. 80219 (\$1.25 plus shipping)

Document Not Available from EDRS.

Descriptors—*American Indians, *Cultural Background, *Culture Conflict, *Epics, *Mexican American History, *Mexicans, *Poetry

Both Spanish and English versions of the epic poem "I Am Joaquin" are given in this book. "I Am Joaquin" is the first work of poetry to be published by Chicanos for Chicanos. It is a historical essay of the greatness and weakness of the Chicano people. Their psychological wounds, cultural genocide, social castration, nobility, courage, determination, and fortitude to move on to make new history are depicted in this epic poem. A chronology of people and events from Mexican and Mexican American history is given for use primarily as a guide to references made in the poem. (NQ)

ED 075 123 RC 006 891

Johnson, Robert Proctor

Osceola. The Story of an American Indian.

Pub Date 30 Mar 73

Note—90p.

Available from—Dillon Press, Inc., 106 Washington Ave. No., Minneapolis, Minn. 55401 (\$3.95)

Document Not Available from EDRS.

Descriptors—*American History, *American Indians, *Biographies, *Childrens Books, Early Reading, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, *Reservations (Indian), *Tribes, War

Identifiers—*Osceola, *Seminole

Osceola was the guiding spirit and moving force behind the Second Seminole War. In 1830, when it became the official policy of the United States government to move all the Eastern Indians to a new Indian Territory west of the Mississippi River, the Seminoles resisted. Under Osceola's leadership, a thousand Seminole warriors held off the entire American army, as well as thousands of volunteers and state militia. During this struggle, Osceola proved to be the military genius of his day. Osceola's story is also a story of the Seminoles: how they viewed the encroachment of white soldiers and settlers; and why they finally decided to resist, against overwhelming odds, removal from their Florida homeland. It is a story of the courage and determination of a people who were willing to fight to keep their freedom and human dignity. The book is written for young readers (grades 5-9). (Author/FF)

ED 075 124 RC 006 892

Loomis, Charles P. And Others

Linkages of Mexico and the United States. Study Based on Modified Probability Samples of Rural Michigan, the U.S. General Public, Spanish-speaking Latinos of the Southwestern United States, Urban Mexico, and Rural Mexico.

Michigan State Univ., East Lansing. Agricultural Experiment Station.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Public Health Service (DHEW), Washington, D.C.

Report No—AES-R-Bull-14

Pub Date 66

Note—90p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Anglo Americans, *Attitude Tests, *Cross Cultural Studies, *Cultural Differences, *Culture Contact, *Ethnic Relations, *Mass Media, *Mexican Americans, *Mexicans, *Probability, *Race Relations, *Rural Areas, *Sampling, *Social Exchange Theory, *Tables (Data)

Identifiers—*Mexico, *Southwest

A number of hypotheses derived from sociological theory and from previous research concerning the potential collaboration of citizens of the United States and Mexico were tested. Included in the samples were 1,528 interviews from the United States general public; 306 interviews from rural persons residing in places of 2,500 or less in Michigan; 105 interviews with Spanish-speaking informants in the states of Arizona, California, Colorado, New Mexico, and Texas; 1,126 interviews with informants in urban Mexico; and 288 from rural Mexico, or from villages and towns of between 100 and 2,500 population. The findings are discussed under the following chapter titles: "Factors of Knowledge and Mass Communication," "Actual Behavioral Linkages," "Attitudes Toward the Across the Border Country and Toward Linkages with That Country," "Desire for Linkage and Collaboration: Its Predictability and Explanation," and "The Meaning of the

Linkage-Contrasts of Mexico and the United States." It was concluded that in all samples, informants with more formal education had higher mean scores measuring their contacts in across the border and Anglo-Latino relations than did those with low educational attainment. It was also found that higher educational attainment was less frequently concomitant with high interaction between Anglos and Latinos in interaction arenas, such as church, formal groups, neighborhoods, and work places, than it was for other forms of interaction. (HBC)

ED 075 125 RC 006 894

Norris, Robert

Assessing Knowledge of Cultures.

Pub Date 73

Note—9p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 26-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *College Students, *Cultural Awareness, *Decision Making, *Economics, *Education, *Family Life, *Occupations, *Political Attitudes, *Religion, *Tribes

The procedures used in a study to determine how well a group of American Indian college students understood their traditional and modern cultures and a college Caucasian culture were explained in this paper. The sample consisted of 111 Indian students enrolled in the University of New Mexico. The students were tested in the areas of knowledge of the decision-making process in a traditional Indian culture, knowledge of a modern college culture, and knowledge of the decision-making processes for a Native American college student as they might differ from those of the older, more traditional Indian culture. The results were then compared with the answers of experts in the cultures. In analyzing the test results, it was found that no appreciable difference occurred because of sex, amount of Indian blood, tribal affiliation, or class in school. The students comprised a homogeneous group for the representation of the values of the present generation culture. When the students were asked to respond as they themselves felt, they indicated a high degree of reliance on their own opinions; but when they were asked to respond as though they were members of a particular culture, they tended to rely more on other people to help them make decisions. (PS)

ED 075 126 RC 006 895

Felice, Lawrence G.

Mexican-American Self-Concept and Educational Achievement: The Effects of Ethnic Isolation and Socio-Economic Deprivation.

Spons Agency—Baylor Univ., Waco, Tex.; Cooper Foundation, Waco, Tex.

Pub Date 73

Note—26p.; Paper prepared for the Annual Meetings of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Achievement Tests, *Anglo Americans, *Cultural Isolation, *Equal Education, *High School Students, *Junior High School Students, *Mexican Americans, *Negro Youth, *School Environment, *School Integration, *Self Concept, *Socioeconomic Status, *Statistical Analysis, *Tables (Data)

Identifiers—Texas, *Waco

The purpose of this study was to evaluate the relative importance of school socioeconomic and racial-ethnic context for Mexican American student achievement and dropout behavior. Data reported in this paper were obtained from the first part of a larger 3-year panel study evaluating the effects of court-ordered busing on majority and minority student achievement. The sample consisted of 860 7th to 12th grade students in public schools in Waco, Texas, and a random sample of 380 dropouts from the Waco public schools during the 1970-71 school year. The specific variables identified were self-concept, racial/ethnic membership, family socioeconomic status, measured I.Q. score, parental authority structure, achievement value orientation, school racial/ethnic climate, school socioeconomic climate, school status-in-school/dropout, and composite achievement score. It was concluded that school racial-ethnic climate exercised the largest effect on variance in Mexican American achievement test scores. With all other factors con-

trolled, Mexican American achievement scores were higher in desegregated school climates while Anglo achievement scores were higher in segregated facilities. The factor which exercised the second largest effect on Mexican American achievement was self-concept, followed closely by measured I.Q. It was further concluded that segregated school climates produced more Mexican American dropouts while desegregated school climates produced more Anglo dropouts. (HBC)

ED 075 127 RC 006 896

A Study of the Socioeconomic Status of Michigan Indians, 1971.

Michigan State Commission on Indian Affairs, Lansing.

Pub Date Nov 71

Note—103p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Demography, *Educational Disadvantage, *Heads of Households, *Health Facilities, *Housing Deficiencies, *Nonreservation American Indians, *Parent Attitudes, *Rural Urban Differences, *Socioeconomic Status, *State Surveys, *Tables (Data), *Unemployment

Identifiers—*Michigan

The primary objective of this survey was to gather basic information concerning the socioeconomic status and problems of the American Indians in Michigan. The major areas surveyed were education, employment and income, housing conditions, health, and general household characteristics. The survey also attempted to probe attitudes which are indicative of the opinions held by Indians toward employment discrimination, education, and optimism for the future. Based on an estimated 5,000 to 6,000 Indian households in Michigan (using the census data reporting 17,000 nonreservation Indians), approximately 6%-8% of the total population were interviewed. The findings indicated (1) that 4 out of 10 Indian households surveyed claimed that their total household income was below the \$3,000 poverty line; (2) that Indian household heads under 35 were more likely to have high school diplomas than those 35 and over; (3) that well over 1/2 of the rural Indians surveyed resided in homes which were either deteriorating or dilapidated; (4) that the infant mortality rate among Indian children was significantly higher than it was among Michigan's population as a whole; and (5) that better than 4 out of 10 rural and 5 out of 10 urban respondents expressed a conviction that conditions would improve over the next few years. Recommendations and detailed findings relative to each area are provided. The questionnaire utilized in this survey is included in the appendix. (HBC)

ED 075 128 RC 006 897

Kuvlesky, William P.

Use of Spanish and Aspirations for Social Mobility Among Chicanos: A Synthesis and Evaluation of Texas and Colorado Findings.

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Pub Date Apr 73

Note—31p.; Paper presented at the Rocky Mountain Social Science Association Meeting (Laramie, Wyoming, April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Aspiration, *Comparative Analysis, *Grade 10, *Grade 12, *High School Students, *Junior High School Students, *Language Patterns, *Language Usage, *Mexican Americans, *Rural Urban Differences, *Sex Differences, *Spanish Speaking, *Tables (Data)

The findings of 3 studies on the patterns of use of Spanish among Mexican American boys and girls and the relationship between an index of use of Spanish and level of aspiration were compared in this paper. The studies were conducted in South Texas during the spring of 1967, in El Paso during the spring of 1973, and in Southern Colorado during the spring of 1969. The sample used in the South Texas study consisted of 596 sophomore Chicanos from 7 rural high schools in 4 counties close to the Mexican border. In the El Paso study, 310 Mexican American sophomores and seniors in 12 metropolitan schools in the El Paso and Ysleta school districts were interviewed. The Colorado study used 667 Mexican American students from 11 rural junior and senior high schools. The subjects were asked to respond to a

questionnaire on the use of Spanish. The comparison of the findings indicated (1) that the Chicano youths in Colorado use spoken Spanish less but read more in mass Spanish language publications, (2) that the Texas Chicanos use more spoken Spanish but read less in mass Spanish literature, and (3) that the use of Spanish over English is not meaningfully related to the levels of aspiration. The findings of each study are presented in tabular form. Related documents are ED 023 511, ED 023 512, ED 040 777, ED 051 943, and ED 053 852. (NQ)

ED 075 129 RC 006 898

Hildebrand, Alice S., Comp.

Statistics Concerning Indian Education. Fiscal Year 1972.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C. Office of Education Programs.

Pub Date 72

Note—41p.; Published by Haskell Indian Junior College, Lawrence, Kansas

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Average Daily Attendance, *Boarding Schools, *Education, *Federal Programs, *Higher Education, *School Construction, *Statistics, *Student Enrollment, *Summer Programs, *Tribes

Identifiers—BIA, *Bureau of Indian Affairs, Johnson O'Malley Act

Statistical facts on the education of American Indian children in 1972 are presented in this booklet. It is noted that many of the treaties between the United States and Indian tribes provided for the establishment of schools for Indian children. The Bureau of Indian Affairs has direct responsibility for the 57,788 children enrolled in Federal schools and housed in Federal dormitories and partial financial responsibility for approximately two-thirds of those enrolled in public schools. Statistical data is presented in tabular form in the areas of enrollment by type of school; dormitory enrollment; enrollment by grade, area, degree of Indian blood, and tribe; school construction; activities under the Elementary and Secondary Education Act; summer programs; higher education programs; and Johnson-O'Malley enrollments. A related document is ED 067 214. (PS)

ED 075 130 RC 006 899

Hawkins, James E.

"Indian Education in the Bureau of Indian Affairs."

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C. Office of Education Programs.

Pub Date 3 Nov 72

Note—12p.; Speech delivered at the National Indian Education Conference, Seattle, Washington, November 3, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Bilingual Education, *Boarding Schools, *Child Development Centers, *Community Colleges, *Community Involvement, *Cultural Awareness, *Early Childhood Education, *Education, *Evaluation, *Federal Programs, *Higher Education, *Public Schools, *Teacher Education

Identifiers—BIA, *Bureau of Indian Affairs, Johnson-O'Malley Act

The role of the Bureau of Indian Affairs (BIA) in American Indian education is discussed in this speech. At the present time, this role is limited to federally recognized Indians living on reservations or Indian trust land; for other Indian students, the BIA's role is that of an advocate, helping Indian people get what they want and need in regard to education. The involvement of Indians in the educational programs serving them is described as vital to the basic educational objective of the BIA. A central part of this objective is to carry out an effective program for students in Federal schools designed to prepare the students for successful living. Programs in bilingual education, early childhood education, and higher education are discussed. Information is also provided on testing, evaluation, and school construction and on the work being done to effect a greater coordination among the off-reservation boarding schools so that educational offerings to students can be strengthened and extended. (PS)

ED 075 131 RC 006 900

American Indians and Their Federal Relationship. Plus a Partial Listing of Other United States Indian Groups.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date Mar 72

Note—41p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.30)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Eskimos, *Federal Legislation, *Legal Responsibility, *Relationship, Reservations (Indian), *Tribes
Identifiers—Aleuts, BIA, *Bureau of Indian Affairs

American Indian tribes, bands, or groups are listed for which the Bureau of Indian Affairs (BIA) has definite responsibility. In addition, those that have been terminated from BIA services in recent years, and those recognized only for claims purposes, have been listed. Certain other categories are also shown. The basic listing is by state. Following the name of the state, which is given in alphabetical order, is the BIA agency that has immediate jurisdiction over Indian, Eskimo, or Aleut groups with its address. The BIA Area Office to which the agency reports is indicated. The tribes under the particular agency follow. Listed next are tribes in that state that do not receive BIA services. Throughout the booklet, a code number follows the name of each Indian group which indicates the status of each as of June 1972. The addresses of all of the Area Offices in the BIA are listed at the back of the booklet. (FF)

ED 075 132

RC 006 904

Sawyer, Thomas E.

Crisis in Red and White - An Educational Dilemma. Position Paper.

Pub Date Apr 73

Note—39p.; Paper presented at the Native American Teacher Corps Conference (Denver, Colorado, April 26-29, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Biculturalism, *Community Control, Cultural Isolation, Economic Development, *Educational Development, Humanism, Inservice Teacher Education, *Learning Motivation, Mental Development, School Role

The goal of this position paper is to present considerations and alternatives for healthy life directions which can be made available through education to the Native American to enable him to go beyond the present narrow choices of either total assimilation within the white value system or remaining isolated on the reservation. The 3 purposes of schools given are (1) to equip the student with the tools of learning, (2) to open new worlds to the young, and (3) to encourage and enable the young to understand their cultural heritage. In the discussion of mental ability and development, and mental health, it is contended that Indians are simultaneously enculturated and socialized in 2 different ways of life: one being a contemporary form of our traditional life-styles, the other being the mainstream Euro-American culture. These attempts at enculturation and socialization provide an explanation for the failure of Indian students to achieve in an academic environment. Other topics of discussion include "Tribal Control of Indian Education," "Motivational Factors for Education," and "An Economic Development Program for the Reservation." The summary contains an outline of the tasks, their purpose, the anticipated results, and the implementation processes necessary to enhance the educational process for Indian students on a priority basis. (HBC)

ED 075 133

RC 006 905

Whiteman, Henrietta V.

Developing a Native American Studies Program.

Pub Date 1 Apr 73

Note—21p.; Paper presented at the National Teacher Corps Conference, Denver, Colorado, April 26-29, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, College Faculty, Community Involvement, *Curriculum Design, Dropout Prevention, *Ethnic Studies, *Goal Orientation, Group Unity, Instructional Staff, *Program Development, Self Concept

The development of Native American Studies (NAS) is an attempt at self-awareness and an exercise in self-determination. One area of concern in the development of a program for Native Americans is their high attrition rate in college. Specially designed programs for the Native Amer-

ican student could offer (1) Native American student orientation programs, (2) mini-workshops on note-taking, the use of the library, and research paper writing techniques, (3) academic, financial, and personal counseling services, (4) tutorial programs, and (5) social "get acquainted" activities. Another problem related to the development of NAS programs is the necessity of having a majority of faculty and staff of the same ethnic origin as the students. Once the program has begun to solve these 2 problems, a third problem results: too few Native American college graduates return to their home environment or reservation, or even find their way into Indian-oriented organizations—wherever they may be located. It is further contended that although the Indian student can become involved in such a program, the courses included in the curriculum must be academically sound and responsive to and reflective of the needs of its particular students and community. It is concluded that the finished product of NAS can only result through the initiative taken by Native Americans and educators to incorporate time-tried perspectives into the new academic perspective of NAS. (HBC)

ED 075 134

RC 006 906

Wilson, Roger

Teacher Corps, A Model for Training Teachers.

Position Paper.

Pub Date Apr 73

Note—19p.; Paper presented at Native American Teacher Corps Conference, Denver, Colorado, April 26-29, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Classroom Communication, *Cultural Awareness, Improvement Programs, Individual Power, *Performance Based Teacher Education, Relevance (Education), *Teacher Education, *Teaching Models, Teaching Skills

Identifiers—*Navajo Hopi Teacher Corps Program, Teacher Corps

Several inadequacies exist in the training of those teachers who teach in reservation schools. These teachers often know nothing of the special characteristics of reservation life, of the language and culture of their pupils, or of the best ways to teach children of non-Anglo backgrounds. This absence of knowledge then causes adjustment frustrations for both the teacher and the students. Some suggestions for recruiting and producing better teachers of non-Anglos include (1) retraining existing staff; (2) cooperating with colleges of education to help prospective teachers learn enough of an American Indian culture and language to deal effectively with children of that culture and language; and (3) taking as candidates people who are native to the area, familiar with the language and culture, and accustomed to the isolation and distances involved in living and teaching on a reservation. Additionally, the origin, administration, and organization of the Navajo-Hopi Teacher Corps Program are discussed. A competency based teacher education program is noted as one of the outstanding features of the Teacher Corps Program. It is concluded that with the proper professional preparation of Indian people, they should eventually be controlling their own educational destiny and have full self-determination. (HBC)

ED 075 135

RC 006 908

La Course, Richard V.

The Role of Communications in Indian Life. Position Paper.

Pub Date 1 Apr 73

Note—11p.; Paper presented at the Native American Teacher Corps Conference (Denver, Colorado, April 26-29, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Communications, *Cultural Environment, Federal Programs, Government Role, Information Dissemination, *Media Technology, Social Factors, *Tribes

There is a need for improved communication among different tribes and for American Indian information dissemination through the mass media. For Indians to become involved in developing talent in the area of media technology, it must be assumed that the individual tribal societies and other Indian communities are human entities coequal with the dominant non-Indian society and that the media technology can be put into the service of Indian people in an Indian fashion for an Indian future by Indian com-

municators themselves. Communications problems for Indian people are two-fold: the first emanates from within the individual tribal societies, and the second arises from the nature of mass communications today. Indian communications should function in an inward direction toward the rebuilding of the tribal community and in an outward direction toward interpretation of the external society. The 2 immediate bases for media development in the immediate future are the preliminary network of communications already in existence and the media training programs in the Federal schools and universities. (PS)

ED 075 136

RC 006 909

Lee, David Lopez

Cultural Identity: An Approach to Preventing Delinquency Among Chicanos.

Special Services for Groups, Inc., Los Angeles, Calif.

Spons Agency—California Council on Criminal Justice, Sacramento.

Pub Date 72

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingualism, Counseling, Cultural Awareness, *Cultural Education, *Delinquency Prevention, *Educational Programs, *Elementary School Students, *Mexican Americans, Self Concept, Tutorial Programs

Identifiers—*ARRIBA

The second of a 3-year juvenile delinquency prevention program, ARRIBA, involved 90 pre-delinquent Chicano youths (ages 8 to 13). The general thesis of the program was that these youths, provided with an educational/tutorial and culturally supportive program administered by bilingual Chicanos, will have a lower likelihood for delinquent behavior than children not in such a program. The control group consisted of 100 children of the same age. The experimental group met 2 hours a day, twice a week. The first hour was devoted to cultural education and the second primarily to recreational activities. During the second hour, the children were taken 1 to 3 at a time to be counseled or tutored. They met in learning centers, partitioned to minimize distractions. Self-awareness sessions were often included. Criticism was avoided and the child was allowed to express his feelings. Findings indicated: (1) that delinquency declined in the area serviced by ARRIBA, (2) that self-concepts of ARRIBA youths significantly improved, (3) that ARRIBA youths made significant academic gains, (4) that ARRIBA youths made positive gains as indicated by teacher assessments, and (5) that graffiti on community property apparently declined. These findings are shown in tabular form. (NQ)

ED 075 137

RC 006 910

Stout, Irving W.

A Ten-Year Plan for Indian Education: With Particular Reference to Navajo Community Schools.

Pub Date 30 Jan 70

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *American Indians, Community Education, *Community Schools, Continuous Progress Plan, *Educational Planning, Educational Programs, Mobile Classrooms, Parent Participation, *Reservations (Indian)

Identifiers—*Navajos

The 10-year plan for American Indian Education, though overall in its intent, is presented with special reference to the Community Schools on the Navajo Reservation. The plan is based on convictions that facility in the use of the English language is a prime necessity for both children and adults; that a continually enriched environment is desirable; that an educational program, to be fully comprehensive, must include offerings for all ages; and that parents must be actively involved. Basic to the plan is the concept of continuous individual progress. The proposal covers the areas of parent-child centers, day schools, college opportunity, leadership training, extended adult education, mobile educational units, training centers, and local school boards. Fifteen recommendations are made in the areas listed above. The plan is intended to make allowances for the natural and wholly desirable diversity from reservation to reservation, owing to geographical and environmental conditions and to individual differences in outlook and leadership. (FF)

ED 075 138

RC 006 914

O'Connell, Cornelius. *And Others*.
Photography in Outdoor Education.
 Pub Date [72]

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Art Activities, *Learning Activities, Motivation, *Natural Sciences, *Outdoor Education, *Photography, *Skill Development

The use of photography to add a new dimension to outdoor education activities is described in this paper. It is noted that photography can be an aid to outdoor education in a number of ways: students learn to communicate ideas visually, students learn to think through problems and find ways of solving them, students gain increased appreciation of photographic arts, photographic activities provide opportunities for students to work together in meaningful ways and to practice basic skills, and students can produce materials for display. Some of the uses of photography in learning activities are to bring distant objects closer, to record information for use in reports, and to provide an art medium to express an individual's feeling about his natural surroundings. Also included in this paper are descriptions of 10 activities involving photography which can be used in an outdoor education program. (PS)

ED 075 139

RC 006 915

Basic Steps in Planning Outdoor Education Day-Camping Programs. A Definitive Statement to Assist Teachers Involved in Day-Camping Programs.

Nassau County Board of Cooperative Educational Services, Jericho, N.Y.

Pub Date [71]

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administration, Curriculum Planning, *Day Camp Programs, Discipline Policy, *Environmental Education, *Outdoor Education, Program Guides, School Orientation, School Schedules, *Teaching Guides

Basic steps in planning outdoor education day camping programs are outlined to assist and to serve as a planning guide for teachers. Day camping programs are defined as usually consisting of an outdoor grade level environmental activity which provides all students within a particular grade the opportunity to be exposed to outdoor environmental learning experiences. The program planning is discussed in terms of (1) the organizational process: determining the curriculum content for the day camping program, incorporating a multi-disciplinary approach to program planning, and implementing the instructional program and schedule within a structured time period; (2) the orientation programs; and (3) the school policy. In the concluding comments it is stated that the day camping experiences provide the student with a greater appreciation and understanding of the local environmental problems that are in existence closer to home. An 11-item bibliography is provided. (FF)

ED 075 140

RC 006 916

A Parents Guide to Outdoor Education (A Project Study-School Day Camping Program for Sixth Grade Boys and Girls).

Westbury Public Schools, N.Y.

Pub Date Apr 68

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Philosophy, Environmental Education, Grade 6, *Guides, Objectives, *Outdoor Education, *Parents, Parent School Relationship, Public Policy, *Teacher Role

Intended as a guide to outdoor education for parents of 6th grade boys and girls, this document explains the purpose of outdoor education, which is to extend the classroom to the outdoors. It is explained that many learning concepts can be taught and understood with greater efficiency in the out-of-doors and that the activities are related to the regular classroom program in every way possible. Some of the 8 basic objectives are (1) to develop an appreciation of the outdoors; (2) to make classroom learning more meaningful; (3) to develop a sense of responsibility; and (4) to learn to live in the outdoors, in other words, to develop skills in camp crafts and cooking. The document contents explain to the parent the philosophy of camping, what outdoor education is, and how it can contribute to a child's development. A major premise of outdoor education, the

basic principles of the outdoor education program, 13 aims and objectives of what camp can do, and the role of the classroom teacher are presented. A camping vocabulary of approximately 73 words is provided. (FF)

ED 075 141

RC 006 917

A Handbook for Outdoor Education on the Preserves of the Natural History Section, Nassau County Museum.

Nassau County Board of Cooperative Educational Services, Jericho, N.Y.; Nassau County Museum, Mineola, N.Y.

Pub Date 72

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activity Units, Creative Writing, Entomology, Geography Instruction, Land Settlement, Natural Resources, *Outdoor Education, Plant Identification, *Program Guides, *Student Centered Curriculum, *Teaching Guides, Visual Literacy

One of the desired outcomes of outdoor education, according to this handbook for teachers, is the development of respect and appreciation for the natural environment and the need to conserve it. It is suggested that since the purpose of going into the field rather than into the laboratory is to study real things in their natural environment, every effort should be made to study living specimens in the field and return them unharmed to the place where they were found. The same holds true for nonliving specimens of scarce natural resources. The handbook outlines 3 stages of preparation for an outdoor education program: a preliminary planning session, the actual planning of the program, and a program orientation session. Also, the purpose, major concepts and understandings, and a description of each sample activity are given. The activities include field succession, pond study, soil ecology, tree identification, forest ecology, insect studies, mapping and surveying, homesteading new land, art in nature, nature poetry, songs of primitive people, and creative writing. Additionally, instructions on how to prepare an outdoor education program, a sample program, resources and references, a field specimen report, a checklist of tree leaf characteristics, winter activities, and conservation projects are included. Also provided is a list of resources and references. (HBC)

ED 075 142

95

RC 006 922

Forbes, Jack D.

The Education of the Culturally Different: A Multi-Cultural Approach. A Handbook for Educators.

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Lab. Branch.

Pub Date Sep 69

Note—65p.; Revised edition

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.35)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, American Indians, Anglo Americans, Community Involvement, *Compensatory Education, *Cultural Differences, *Education, Heterogeneous Grouping, Individual Differences, *Low Income Groups, Mexican Americans, *Minority Groups, Negroes

It is important that the culturally different pupil be distinguished from the "culturally disadvantaged" student. Different does not necessarily mean disadvantaged; the mono-cultural orientation of schools in the United States has perhaps needlessly created educational disadvantages for all pupils. The reaction of educators to the problems of under-achievement and alienation as they relate to racial and cultural minority groups has in the past been to intensify the use of traditional approaches. However, the special educational problems of culturally different populations require a new approach, and the minority groups themselves have very definite ideas about how the school should react to multicultural situations. These groups believe that the culturally heterogeneous school is not totally dependent on pedagogical needs but must also be based on democracy and individual freedom. The problem of the education of the culturally different is the problem of educating all pupils in such a way that the school is both relevant to the individual and to the full heritage of the region and of the nation. A related document is ED 013 698. (PS)

ED 075 143

RC 006 924

Seraile, Elmore J. *And Others*

Persons of Spanish Origin in the United States: March 1972 and 1971. Population Characteristics. Current Population Reports.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Report No—Ser-P-20-250

Pub Date Apr 73

Note—39p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$1.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Census Figures, *Demography, Education, Ethnic Groups, Income, *Socioeconomic Status, *Spanish Speaking, *Statistical Data

Based on data collected in March 1972 and March 1971 by the Bureau of Census as a supplement to its monthly Current Population Survey, this publication reports on persons of Spanish origin in the United States. The data were derived from replies to a question on origin or descent and on replies to additional questions on other population characteristics. The sample was spread over 449 areas comprising 863 counties and independent cities with coverage in each of the 50 states and the District of Columbia. The estimating procedure used involved the inflation of the weighted sample results to independent estimates of the civilian noninstitutional population of the United States by age, race, and sex. The independent estimates were based on statistics from the previous decennial population census; statistics of births, deaths, immigration and emigration; and statistics on the strength of the Armed Forces. The tables give statistical data on such characteristics as demographic characteristics, age, sex, use of the Spanish language in the home, family status, size of families, place of residence, educational attainment, employment status, occupation group, and income. Demographic, social, and economic characteristics are presented separately and in some combinations for persons who identified themselves as being of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish origin. A related document is ED 047 849. (NQ)

ED 075 144

RC 006 925

Bland, Laurel L., Comp.

The Northern Eskimos of Alaska. A Source Book.

Alaska State Dept. of Education, Juneau.

Pub Date Jun 72

Note—86p.

Available from—Coordinator Public Relations & Publications, Dept. of Education, Alaska Capitol Building, Pouch G, Juneau, Alaska 99801 (currently available free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anthropology, *Cultural Background, Cultural Differences, *Curriculum Development, Ecology, *Eskimos, Group Membership, History Instruction, Manuals, *Physical Environment, *Resource Units

Identifiers—*Alaska

Prepared as a resource for Alaskan educators, this book is designed for any grade level or learning setting. It provides the basis for teachers to develop their own appropriate units. Sections encompass: (1) an introduction to the interdisciplinary framework of this source book; (2) a background about the Eskimos of the world, the cultural divisions of Alaska, and the distinction between Eskimos and Aleuts; (3) a presentation of the natural environment of the Northern Eskimos of Alaska; (4) a description of Northern Eskimo culture emphasizing the history, the cultural and sub-cultural divisions, and the diversities within the total culture; (5) a presentation of the Eskimo life style in the Bering Sea area; (6) the details of the shared culture of Northern Alaskan Eskimos emphasizing sub-cultural differences between the people of the Bering Sea and St. Lawrence Island areas; (7) a presentation of the distinct and unique qualities of sub-cultural adaptations made by the St. Lawrence Island Eskimos; (8) a presentation of the conditions and events of Northern Alaska Eskimos from 1890 to the present; (9) a condensation of the book "People of Kauwerak"; and (10) an annotated time line regarding Alaskan Eskimos. Films suggested for classroom use and bibliographies for teacher reference are listed in the appendix. (HBC)

ED 075 145 80 RC 006 926
National Education Task Force De La Raza. Annual Report, 1971.

California Univ., Los Angeles.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.
 Pub Date 71

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annual Reports, Community Involvement, *Consultants, *Educational Opportunities, *Institutes (Training Programs), *Mexican Americans, Workshops

Identifiers—*National Education Task Force De La Raza

The National Education Task Force De La Raza uses lay and professional people of Mexican descent to provide role models and motivate students and teachers toward self-development and community service. Its major objectives are to: (1) prepare its members as educational catalysts and consultants; (2) assist in identifying, recruiting, and training Chicanos for leadership in education; (3) establish suitable and effective training procedures and activities for Mexican American personnel; (4) conduct training institutes for program planning, proposal development, project management, evaluation, and monitoring for prospective educational leaders; (5) identify educational training programs and activities which may serve as models for Mexican American communities; and (6) identify need in Chicano communities for improved educational programs and services. This 1970-71 annual report discusses the various training institutes held in Albuquerque, San Antonio, Crystal City, Denver, Los Angeles, Sacramento, and Davis, California to advise and train Chicanos of all ages and professional backgrounds. A financial report of the Task Force's expenditures and a detailed analysis of a plan for restructuring the Task Force are included. (NQ)

ED 075 146 RC 006 927

Latino and Anglo in Holland, Michigan. A Comparison of Their Economic, Housing and Educational Characteristics Based on Data from the 1970 U.S. Census.

Holland Human Relations Commission, Mich.

Pub Date Sep 72

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, *Economics, *Education, *Housing, Mexican Americans, *Spanish Speaking

Identifiers—*Michigan

The report is a comparison of the economic, housing, and educational status of Latin Americans and Anglos based on the 1970 U.S. Census. This report provides factual data to organizations and institutions in need of it. This includes firms adopting affirmative action employment programs, private and public institutions, and social agencies which need such documentation to support funding applications. Another purpose of the report is to further motivate the social conscience of the community to reduce inequalities between Latin and Anglo and to promote integration and reconciliation. The report is presented in a question and answer form. The 22 questions cover such areas as: (1) What percent of Holland, Michigan, residents in the labor force speak Spanish? (2) Is Holland an integrated community? (3) How does the average income of Latin families contrast with that of the entire community? (4) Does the typical value of homes owned by Latin families differ much from the estimated value of the average owner in Holland? (5) Are there differences in the formal education of Latin Americans and Anglos in Holland? (FF)

ED 075 147 RC 006 932

Wigginton, Eliot, Ed.

Foxfire 2: Ghost Stories, Spring Wild Plant Foods, Spinning and Weaving, Midwifing, Burial Customs, Cora Shuckin's, Wagon Making and More Affairs of Plain Living.

Pub Date 22 Jun 73

Note—410p.

Available from—Doubleday & Company, Inc., 277 Park Avenue, New York, N.Y. 10017 (\$10.00 hardcover; \$4.50 paperback)

Document Not Available from EDRS.

Descriptors—*Cultural Awareness, *Economic Disadvantage, *Folk Culture, *Food, *Handicrafts, Natural Sciences, Older Adults, Personal Values, *Rural Areas, Social Factors

Identifiers—*Appalachia, Georgia

Information about the rural Appalachian culture as told by longtime residents of Rabun Gap County, Georgia, is presented in this book. In many cases the material is in the words of the resident and additional commentary is provided by the high school student conducting the interview. Instructions are given for making items often made at home when the people of the area were more self-sufficient than they are today. These include directions for making ox yokes, wagon wheels, wagons, tub wheels, and foot-powered lathes. Some other major topics covered are spring wild plant foods, old-time burials, midwives, superstitions, and community activities. Additional information on topics covered in the first edition of The Foxfire Book is in the appendix, along with a list of the students and the community contacts who produced this book. A related document is ED 058 987. (PS)

ED 075 148 RC 006 933

Weber, Robert A.

An Evaluation of the Crow 4-H Program. A Summary Introduction.

Montana State Univ., Bozeman. Cooperative Extension Service.

Spons Agency—Department of Agriculture, Washington, D.C. Extension Service.

Pub Date 71

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Cultural Enrichment, Individual Development, Parent Participation, Sensitivity Training, *Student Projects, *Surveys, *Youth Programs

Identifiers—*Crow Indians, Four H Programs

In the spring of 1971, pertinent literature was reviewed and a small survey conducted on the Crow Indian Reservation to find more effective ways to develop Indian youth through 4-H programs. Twenty-five people, mostly Indian, were surveyed using a semi-structured interview form. Comments were solicited following each of the structured questions. Some conclusions drawn from the study and from the review were: (1) The data indicated that 96% of the persons interviewed were interested in having 4-H clubs on the Reservation; (2) Respondents felt that individual development is more important than completion of 4-H projects; (3) Projects in which respondents were most interested included Crow legends, clans, environment, and native foods; and (4) It would be of value if Reservation Extension staff had a background in human relations training or if they could attend educational conferences, do graduate work, or take part in educational courses related to Indian culture and people. Recommendations for improving this program covered encouraging Indian college students interested in youths to work on Reservations under the work-study program and involving Crow Indians in all phases of a program's development, its support, and its leadership responsibilities. (HBC)

ED 075 149 RC 006 934

Beckmann, Kathleen

New Indian Tribalism. Working Paper.

Washington State White House Conference Committee on Children and Youth, Seattle.

Pub Date Oct 68

Note—14p.; Paper based on the research of Ted George, Program Development Specialist, Small Tribes Organization of Western Washington

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Acculturation, *American Indians, *Children, *Disadvantaged Youth, *Federal Programs, *Majority Attitudes, Participation, Self Concept

Identifiers—*Washington State

The purposes of this paper are to identify the problems Washington State Indians face and to provide considerations that might assist in promoting the welfare and well-being of American Indians. It is stated that the major barrier to the Indian's success in American society is the attitude of the Anglo towards the Indian. Thus, the programs and legislative proposals designed for the Indian are usually irrelevant to reservation life. Supported by statistics, this condition is apparent in health, education, economic development, and unemployment. Education is the prime concern in achieving a new Indian life style. Obstacles to adequate education are found in the home, the environment, and the educational process. Specific obstacles in the home include inadequate study facilities, an oppressive social

environment caused by crowded living conditions, inadequate income for clothing and recreation, and minimal educational heritage. The report concluded that non-Indians must be more responsive to a heterogeneous population and recognize the right of the Indian to decide his own future. (HBC)

ED 075 150 RC 006 935

Thomas, George

The Maldistribution Thesis of Poverty: How Much of Rural Southern Poverty Can It Explain?

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Aug 72

Note—36p.; Paper presented at the Annual Meeting of Rural Sociological Society, Baton Rouge, La., August 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Economic Disadvantage, Federal Programs, *Geographic Distribution, Industrialization, Negroes, Population Trends, Professional Services, *Resources, *Rural Areas, Rural Urban Differences, Socioeconomic Influences, *Southern States, Unemployment, Welfare Problems

The Maldistribution Thesis (whether a maldistribution in skilled manpower, accumulated wealth, and their implied production of income, goods, and services is demonstrable and the extent to which the thesis explains poverty) is at least in part testable by the amount that redressing old imbalances contributes to the increased income, improved life circumstances, and diminishment of out-migration of the rural Southern poor. The maldistribution of resources is described by geographic and socioeconomic factors, income protection programs, schooling and vocational training, farm income supports, rural housing, and rural-urban allocations in Federal programs. The need for professional health and legal and social services is described, along with ideas on area development versus income guarantees. It is concluded that the Maldistribution Thesis will not likely be put to an adequate test until the political climate in the nation, and particularly the South, shifts away from maldistribution and toward redistribution. (PS)

ED 075 151 32 RC 006 936

Migrant Education Administrative Handbook.

Revised April 1973.

North Carolina State Dept. of Public Instruction, Raleigh, Div. of Compensatory Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

Pub Date Apr 73

Note—82p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Agencies, *Administrator Guides, Ancillary Services, *Educational Finance, *Government Role, *Migrant Child Education, Migration Patterns, Program Administration, Staff Improvement, *State Programs, Student Records

Identifiers—*North Carolina

The revised handbook provides specific references to the legislation and the National Migrant Program Guidelines, while setting forth the administrative procedures required for migrant projects in North Carolina. Specific topics of discussion in migrant program administration cover Public Law 89-750, state and local educational agency relationships, objectives and priorities of the state program, the criteria for approval of project applications, project revisions, and eligibility for enrollment. The steps in planning a migrant program, evaluating program activities, disseminating program information, and involving the parents and community are also included. Fiscal affairs, project personnel and staff development, and instructional and supporting services are additional areas of discussion. Forms used for various program levels are listed in the appendix. A related document is ED 063 999. (HBC)

ED 075 152 RC 006 937

Teske, Raymond, Jr. Nelson, Bardin H.

Two Scales for the Measurement of Mexican-American Identity.

Pub Date Mar 73

Note—25p.; Paper presented at the Southwestern Sociological Society Meeting, Dallas, Texas, March 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Correlation, Employment, *Identification (Psychological), *Interaction Process Analysis, *Males, *Measurement Techniques, *Mexican Americans, Rating Scales, Social Status, Sociometric Techniques, Tables (Data)

Identifiers—*Texas

The development of scales to measure Mexican American identification with their population is discussed in this paper. The scales measure (1) identification with the Mexican American population using attitudinal items (Identity Scale) and (2) interaction behavior with the Mexican American population (Interaction Scale). The sample consisted of all Spanish surnamed males employed in the Texas communities of Waco (selected for pretesting), Austin, McAllen, and Lubbock. Names and occupations of Spanish surnamed males were obtained from the city directory. They were divided into occupations (labor, farm, or other) and 4 status groups. Individuals were interviewed in a random order using the 16 items in the Identity Scale and the 19 in the Interaction Scale. A panel of 5 Mexican Americans active in their communities assisted in developing the interview schedule and selecting items for the scales. To determine scale validity, each panel member was asked to evaluate the respondents' identification with the Mexican American population. Item analysis and intercorrelation are also discussed and scale items are given. (NQ)

ED 075 153 RC 006 938

Teske, Raymond, Jr. Nelson, Bardin H.

An Analysis of Status Mobility Patterns among Middle-Class Mexican Americans in Texas. Anglo Interaction Index. Report Six.

Pub Date Apr 73

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anglo Americans, Correlation, Identification (Psychological), *Interaction Process Analysis, *Males, *Measurement Techniques, *Mexican Americans, Multiple Regression Analysis, Social Class, Social Mobility, Tables (Data)

Identifiers—*Texas

The development of a scale for measuring the interaction of Mexican Americans with Anglos (Anglo Interaction Index) was discussed. The scale was part of a larger investigation on status mobility among middle-class Mexican Americans in Texas. Data was collected in Waco (selected for pretesting), Austin, McAllen, and Lubbock. These communities were chosen primarily for their proximity to the Texas-Mexico border. The sample consisted of all Spanish surnamed males employed in these communities. Fourteen items which distinguished between interaction and non-interaction with Anglos were selected and dichotomized. The Kuder-Richardson formula to compute the coefficient of internal consistency was used to test scale reliability. The total scores on the Anglo Interaction Index were compared with the total scores on 2 scales used to measure interaction with Mexican Americans and identification with the Mexican American population. The data showed that (1) as interaction with Mexican Americans decreased, interaction with Anglos increased significantly and (2) as identification with the Mexican American population decreased, interaction with Anglos increased. Tabular data included the scale items, a comparison of means by community, and item analysis and intercorrelation. (NQ)

ED 075 154 RC 006 940

Powers, Joseph F.

Brotherhood Through Education: A Guide for Teachers of American Indians.

Upper Iowa Univ., Fayette.

Pub Date 65

Note—171p.

Available from—Joseph F. Powers, Henderson-Wilder Library, Upper Iowa University, Fayette, Iowa 52142 (\$3.50)

Document Not Available from EDRS.

Descriptors—American Indian Languages, *American Indians, *Cross Cultural Studies, Cultural Awareness, *Curriculum Guides, Motivation Techniques, Sociocultural Patterns, *Student Teacher Relationship, Teacher Education, *Teaching Guides, Teaching Methods

A guide for educators planning to work with American Indian children, the book presents factual material to enable the reader to better understand Indian life styles. The book is divided

into 2 sections. The first section discusses culture, language, and the socioeconomic patterns of Indians compared to non-Indians. The second section covers Indian education, curriculum, and techniques for motivation. Also included are 19 suggestions for developing a more tolerant attitude toward ethnic groups. Three examples are: (1) avoid making value judgments; (2) learn about the culture of the people; and (3) don't pry. There are certain areas in the life of a people that are sacred. In addition, there are 4 appendices: (1) source materials; (2) elements of English; (3) statistical measurements; and (4) fatalism index. A bibliography for clarification and elaboration ends the text. (FF)

ED 075 155

RC 006 942

Moser, Collette, Comp.

Manpower Planning for Jobs in Rural America. Proceedings of a Conference (Michigan State University, December 14-15, 1972).

Michigan State Univ., East Lansing. Center for Rural Manpower and Public Affairs.

Spons Agency—Manpower Administration

(DOL), Washington, D.C.

Report No.—DOL-C-82-26-71-44

Pub Date Apr 73

Note—217p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Agriculture, Community Cooperation, *Economic Development, Human Resources, Job Training, *Labor Force, Low Income Groups, *Manpower Development, *Rural Areas, Sociology, *Unemployment, Vocational Education

Identifiers—*Rural Development Act of 1972

The issues of manpower planning and economic development which relate to the Rural Development Act of 1972 were analyzed at this conference. The conference contributors were chosen because of their expertise in some aspect of manpower planning, economic development, or the Rural Development Act of 1972. The conference began with an overview of manpower planning and economic development, followed by 2 sessions on the new Rural Development Act and its manpower implications. Other major topics covered were the Economic Development Administration's experience with manpower planning and economic development in rural areas, the Cooperative Area Manpower Planning System, experimental rural manpower delivery systems, and future directions for rural America. (PS)

ED 075 156

RC 006 943

Venegas, Moises

Educational and Occupational Aspirations and Expectations of El Paso High School Students.

Pub Date May 73

Note—115p.; Doctoral dissertation, New Mexico State University, Las Cruces

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Aspiration, *Anglo Americans, Doctoral Theses, *High School Students, *Mexican Americans, *Occupational Aspiration, School Demography, Sex (Characteristics), Statistical Analysis, Tables (Data)

Identifiers—*El Paso, Texas

The purpose of this study was to make a comprehensive survey of the educational and occupational aspirations and expectations of high school sophomores and seniors in the El Paso and Ysleta school districts (El Paso, Texas). Group-administered questionnaires were used to obtain the information from the 590 randomly sampled students (5% of the total population of high school sophomores and seniors). Hypotheses were formulated to determine differences in educational and occupational aspirations and expectations based on ethnicity (Mexican American and Anglo American), sex, grade level, and type of school program. Responses were analyzed using chi-square and analysis of variance. Findings concluded that students in all groups had high aspirations and expectations for education and occupation. A statistically significant difference was found between Anglo Americans and Mexican Americans and between males and females. Generally, Anglo Americans had higher aspiration and expectation levels, as did males compared to females. A significant difference was also noted among the 3 school programs, i.e., the academic group was generally higher than the general and vocational samples. (Author/HBC)

ED 075 157

RC 006 944

Standley, James O.

Mental Retardation in Rural Texas; An Examination of Selected Counties.

Texas A and M Univ., College Station. Texas Agricultural Extension Service.

Spons Agency—Texas State Dept. of Mental Health and Mental Retardation, Austin.

Pub Date 22 Mar 73

Note—17p.; Paper presented at the Social Science Association annual meeting, Dallas, Texas, March 22, 1973

EDRS Price MF \$0.65 HC-\$3.29

Descriptors—*Community Action, *Educational Programs, Extension Agents, Human Resources, *Mental Retardation, Professional Personnel, *Program Development, Resource Materials, *Rural Areas, Services

Identifiers—*Texas

The results of a mental health and mental retardation educational program were reported for the period January 1969 to June 1970. The objectives were to foster and enhance public awareness, interest, and concern for mental health and mental retardation; to inform the population of the services available to meet immediate needs; to educate the population on those factors essential to improving their mental health status; and to stimulate community action necessary for combating mental illness and mental retardation at the local level. Subcommittees of the county Program Building Committees were organized to serve 33 of the 42 pilot counties in the program. The project findings indicated that programs conducted in these counties involved 4,635 persons through individual and group methods, that an estimated 150,200 persons have been reached through the mass media, and that approximately 25,688 bulletins related to mental health and mental retardation and drug abuse were distributed. It was noted that most program emphasis was directed toward creating awareness, interest, and understanding of mental health and mental retardation. (PS)

ED 075 158

RC 006 945

Chicano Children's Literature, Annotated Bibliography.

Sonoma State Coll., Rohnert Park, Calif.

Pub Date 72

Note—41p.; Compiled by MAMS 490 class, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Characterization (Literature), Childhood Attitudes, *Childrens Books, Critical Reading, Ethnic Studies, *Mexican Americans, Minority Group Children, *Spanish Culture, Story Reading

Each of the 249 books included in this annotated bibliography is rated on a scale from 1-5 based on the following criteria: (1) the characters should seem real; (2) attitudes should be the ones we want people to have without overdrawing the dialects; (3) a modern story should not have nostalgia for the past; (4) illustrations should be kind and the books should be free of derivative names; and (5) the books should have literary merit. Entries date from 1938 to 1972. (HBC)

ED 075 159

RC 006 946

Yvon, Bernard R., Comp.

Rural Improvement Project (RIP). [Summary and Final Evaluation Report.]

Maine Univ., Orono. Coll. of Education.

Pub Date 26 Mar 71

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Innovation, *Educational Quality, Elementary Grades, Learning Motivation, *Pilot Projects, *Program Descriptions, *Rural Education

Identifiers—*Maine

The aim of the Rural Improvement Project of Maine from Spring, 1969-Fall, 1970 was to improve the quality of rural education through an innovative attempt to utilize specialized, trained personnel (Cooperating Rural Resource Teachers; associate teachers; teacher aides; 3 undergraduate teachers; and an elementary guidance counselor) and to restructure the learning sequence to help children reach their full potential. Individuals directly involved were trained to administer and interpret the Gesell Developmental Examination, which places a child in school by behavioral rather than physical or I.Q. age. The professional instructor was trained

in: child psychology; curriculum development and curriculum trends; philosophy and techniques of organizing, conducting, and evaluating and ungraded multi-age unit; and working with teachers and teacher aides. The second phase of training was for the associate teacher and teacher aides. This 19 week undertaking consisted of 6 major thrusts, such as determining specific teaching duties and implementing developmental grouping. The project provided 5 objectives such as (1) a new pattern for staffing rural elementary schools and (2) a new design for teacher education. The final evaluation report outlined the general progress of the project and noteworthy achievements. (FF)

ED 075 160 RC 006 947

Tyo, Alexina M.

A Comparison of the Verbal Behaviors of Teachers in Interaction with Migrant and Non-Migrant Students.

State Univ. of New York, Genesco. Center for Migrant Studies.

Pub Date 72

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Observation Techniques, *Comparative Analysis, *Elementary School Teachers, Interaction Process Analysis, *Migrant Child Education, Statistical Analysis, Summer Schools, Tables (Data), *Teacher Characteristics, *Verbal Communication Identifiers—*New York State

Positive, neutral, and negative verbal interaction data were collected from 2 schools in which 15 elementary summer school teachers interacted with 261 migrant and non-migrant students. These pupils were specifically identified as migrant or non-migrant. These data were then compared with the teacher's perception of the pupil as migrant or non-migrant. Summary data on the significant differences in teacher behavior indicated that more teachers in each of the categories of positive, neutral, and negative behavior interacted less with migrant students than with non-migrants. Twice as many teachers in the positive class and more than 3 times as many in the neutral interacted less with migrants. The totals of significant teacher behavior were almost equal in the negative category. It was further concluded that teachers with a more direct teaching style tended to favor the non-migrant student. It was recommended that a replication of this study be conducted during the normal school year to ascertain whether the same results would be found and whether a study objectively identifying migrants and non-migrants would have similar findings. (HBC)

ED 075 161 RC 006 948

Buckanaga, Jerome

Education and Politics: A Shotgun Wedding. Position Paper.

Pub Date 73

Note—39p.; Paper presented at the Native American Teacher Corps Conference, Denver, Colorado, April 26-29, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Consolidated Schools, *Court Litigation, Educational Quality, Elementary Schools, *Experimental Schools, Individual Power, Political Attitudes, *Politics, Reservations (Indian), *School Community Relationship, School Improvement, Student Needs

Identifiers—*Minnesota

The document discussed the political realities facing American Indian communities as these communities move toward Indian control of quality education. The experiences with the Pine Point school suggested the 2 major functions of an experimental community school were: (1) to show methods for improving education; and (2) to demonstrate how to put together the resources to establish and nourish a program. The first function demanded educational resourcefulness and the second demanded political resourcefulness. The political dimension is usually unrecognized and underestimated, causing Indian communities to be badly served by schools almost all the time and making them politically dispossessed and relatively powerless. The document covered: (1) the history of the Pine Point Experimental Community School and problems encountered; (2) the legal argument for tribal recognition as political entity; and (3) re-emphasis on the political dimensions involved in alternative programs

for Indian students with considerations for organizers of such demonstration programs. (FF)

ED 075 162 24 RC 006 949

Migrant Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 3.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BE-6-2469

Pub Date Apr 73

Contract—OEC-1-6-062469-1574

Note—167p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (no price quoted)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Abstracts, *Bibliographies, *Disadvantaged Groups, *Educational Disadvantage, *Migrant Education, Minority Groups, Program Descriptions

The bibliography provides access to some of the latest research findings and developments on migrant education. This supplement contains citations and abstracts which appeared in Research in Education (RIE) from April 1971 through September 1972. The Current Index to Journals in Education (CIJE) section includes citations beginning December 1970 and continuing through September 1972. The RIE section contains 121 entries and the CIJE section 40 entries. A combined RIE and CIJE index is included with ordering information for cited documents. (PS)

SE

ED 075 163 SE 012 117

The Economy, Energy, and the Environment. A Background Study.

Joint Economic Committee, Washington, D.C.

Pub Date Sep 70

Note—139p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$0.55)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Economics, *Electricity, *Energy, *Environment, Environmental Influences, Federal Government, Fuels, Natural Resources, *State of the Art Reviews, Technology, Utilities

This study surveys the existing literature related to various technical aspects of electric power production, with primary emphasis on the supply of the various fuels used in the production of electricity and on the environmental consequences of energy conversion. It was prepared by the Environmental Policy Division, Legislative Reference Service, Library of Congress, at the request of the Congressional Joint Economic Committee for use as background material in the Committee's investigation of the economic aspects of electric power production. A wide range of issues are identified and discussed, issues classified as operational, economic, technological, environmental, resource, and regulatory. Statistical data and legislative references frequently supplement the narrative material. (BL)

ED 075 164 SE 012 569

Environmental Conservation. The Oil and Gas Industries, Volume One.

National Petroleum Council, Washington, D.C.

Pub Date Jun 71

Note—106p.; A Summary

Available from—The National Petroleum Council, 1625 K Street, N.W., Washington, D.C. 20006

Document Not Available from EDRS.

Descriptors—*Environmental Influences, Fuels, Interaction Process Analysis, Natural Resources, *Petroleum Industry, *Pollution, Production Techniques, *Quality Control, Reports

Identifiers—*Environmental Impact Analysis

Prepared in response to a Department of the Interior request, this report is a comprehensive study of environmental conservation problems as they relate to or have impact on the petroleum industry. It contains the general comments and conclusions of The National Petroleum Council

based on an analysis of detailed data. For presentation of key conclusions and recommendations, Part I groups the issues into categories of general law and regulatory policy, the economics of environmental conservation, and specific environmental concerns for air, water, and land pollution. Part II summarizes the detailed data and covers: (1) general considerations (requirements for environmental conservation; and law and regulatory policy), (2) industry operations (fundamentals of industry operations; exploration and production; refining; storage, transportation, and marketing; and major oil spills), and (3) use of industry products (fundamentals of product use; mobile and off-highway equipment—emissions and trends; and stationary plants—emissions and trends). Conclusions indicate the industries are conscious of their responsibilities for environmental conservation and are dedicated to a continuing approach to the solution of environmental problems which lie within their purview. A glossary of terms and list of references are appended. (BL)

ED 075 165 SE 012 588

Humphrey, Clifford C. Evans, Robert G.

What's Ecology?

Pub Date 71

Note—65p.

Available from—Hubbard Press, 2855 Shermer Road, Northbrook, Illinois 60062 (\$2.95)

Document Not Available from EDRS.

Descriptors—Cultural Interrelationships, *Ecology, *Environmental Education, Fundamental Concepts, *Natural Resources, Pollution, Problem Solving, *Secondary Grades, *Supplementary Reading Materials

A brief statement of what ecology means in the 1970's, how we have upset our biosphere, and what are alternatives are, form the introduction in this booklet about ecology for upper elementary and senior high school students. The text and illustrations develop an overview of planet Earth as an interactive unit to establish a basis for understanding and applying fundamental scientific principles to ecological problem-solving. In addition, they offer a cultural perspective to our earth's ecological dilemma. Major concerns are the cultural implications of ecology and development of a system of human behavior that will insure survival. (Author/BL)

ED 075 166 SE 013 883

The President's 1972 Environmental Program.

Council on Environmental Quality, Washington, D.C.

Pub Date Mar 72

Note—209p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.75, Stock No. 4111-0009)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Environment, *Federal Legislation, *Federal Programs, Management Systems, *Natural Resources, Problem Solving, *Program Proposals, Quality Control, Reports

Assembled in this compilation are the President's Message on the Environment and specific information on the President's 1972 environmental proposals. The information includes bills submitted to the Congress, together with letters of transmittal and section-by-section analyses; Executive Orders; and a brief description of other initiatives that are not incorporated in formal documents or for which such documents are being prepared. Proposals cover the following areas: toxic waste disposal and sediment control, sulfur oxides emission charge, recycling wastes, integrated pest management, a national land use policy, tax incentives to preserve coastal wetlands, management of public lands, predator control, endangered species, Big Cypress National Fresh Water Reserve, Golden Gate National Recreation Area, conversion of federal properties to parks, preservation of wilderness areas, off-road vehicles, United Nations Fund for the Environment, and marine pollution. Summary statements indicate that active participation by informed citizens is essential to the establishment of needed institutions and mechanisms for protecting the environment. (BL)

ED 075 167 SE 013 906

Wise, Ronald Clarence

Outdoor Versus Indoor Learning in Elementary School Science.

Pub Date 70

116 Document Resumes

Note—154p.; Ed.D. Dissertation, Pennsylvania State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-16,686 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Achievement Gains, Classroom Design, *Comparative Analysis, Comprehension, Doctoral Theses, *Elementary School Science, *Instruction, Knowledge Level, Outdoor Education, Research, *Teaching Methods

The purpose of this study was to assess and compare achievement of students who were taught science by three different approaches: direct experience (T-1), outdoor classroom (T-2), and indoor classroom (T-3). In addition, the number of students making observations of the outdoor environment for each treatment group was analyzed. The specific problems investigated were as follows: (1) Do students acquire more science knowledge, more comprehension, and greater retention when taught by the direct experience approach than when taught by the outdoor or indoor classroom approaches? (2) Do more students make observations of the outdoor environment when taught by the direct experience approach than when taught by the other two approaches? Following testing and analysis of data, it was concluded that gains were not significant among the three treatments. (Author/BL)

ED 075 168 SE 013 922

Bills, Frank Lynn

The Development of Divergent Thinking as a Function of Inquiry Training.

Pub Date 70

Note—115p.; Ed.D. Dissertation, Utah State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-129 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Cognitive Processes, Creativity Research, *Divergent Thinking, *Doctoral Theses, Educational Research, *Inquiry Training, Instruction, *Science Education, Secondary School Science

Identifiers—Research Reports

This study evaluated an attempt to increase the divergent thinking of eighth grade students with a five week experimental treatment utilizing student inquiry. In this treatment, students were shown a demonstration consisting of a discrepant event; students then suggested hypotheses and checked their hypotheses by asking questions, as in Suchman's method. Instructors answered these questions but did not identify the correct explanation. Six teachers each taught one experimental class and one control class, for a total of 306 students. Six creativity tests were given before and after the treatment, and the treatment effects were analyzed by analysis of covariance, blocking on sex and intelligence level. Two interactions were significant, but no significant main effect was found. It was concluded that, although students appeared to enjoy the inquiry sessions and were motivated to seek solutions from outside sources when discussions were left open-minded, the experimental treatment did not increase their creative production. (MM)

ED 075 169 SE 013 962

Schutte, Alfred John

An Exploratory Investigation of Micro-Teaching as a Pre-Service Technique and Its Evaluation, Using the Flanders System of Interaction Analysis.

Pub Date 71

Note—154p.; Ed.D. Dissertation, New York University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-24,831 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Doctoral Theses, Instruction, *Interaction Process Analysis, *Microteaching, Preservice Education, *Science Education, Secondary School Teachers, Student Teachers, *Teacher Supervision, Verbal Communication

Identifiers—Research Reports

The purpose of this study was to assess the effectiveness of microteaching as an alternative to the traditional observation-discussion method of supervising student teachers. A sample of eight

pre-service science teachers was randomly assigned, half to one condition and half to the other. Approximately six hours of verbal interaction data were collected from each teacher and analyzed using Flanders' Interaction Analysis System. It was found that student teachers who received the microteaching supervision significantly increased their acceptance of student ideas and the proportion of student initiated talk, and showed greater variability in verbal behavior, when compared to those who had received the conventional supervision. No differences were observed in I/D ratio. (MM)

ED 075 170 SE 013 963

Sobelman, Marilyn

The Relationship of Secondary School Teachers' Subject Specialization, Teaching Level, and Reaction to Selected Teaching Situations.

Pub Date 71

Note—188p.; Ed.D. Dissertation, New York University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-24,832 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Educational Research, English Education, Mathematics Education, Science Education, *Secondary School Teachers, Social Sciences, *Teacher Attitudes, *Teaching Skills

Identifiers—Teaching Situation Reaction Test

The purpose of this study was to determine whether secondary school teachers' reactions to common teaching situations are related to their subject specialization and teaching level. Twenty-five teachers in each cell of a 2 x 4 factorial design (two teaching levels: junior and senior high school; four subject areas: English, social studies, science, and mathematics) responded to the "Teaching Situation Reaction Test". Analysis of variance with preplanned orthogonal comparisons showed that English and social studies teachers did not differ significantly, and neither did science and mathematics teachers; but teachers of the former subjects did differ significantly from teachers of the latter subjects. No effect of teaching level and no interaction were observed. (MM)

ED 075 171 SE 013 980

Coffia, William J.

The Effects of an Inquiry-Oriented Curriculum in Science on a Child's Achievement in Selected Academic Areas.

Pub Date 71

Note—136p.; Ed.D. Dissertation, The University of Oklahoma

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-27,605 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Achievement, Cognitive Development, *Curriculum Research, *Doctoral Theses, *Elementary School Science, Elementary School Students, *Inquiry Training, *Science Curriculum, Science Education

Identifiers—Research Reports, Science Curriculum Improvement Study

The purpose of this study was to determine if an inquiry-oriented curriculum in elementary science (Science Curriculum Improvement Study, SCIS) transfer to other academic areas. A group of 46 pupils who had experienced SCIS in grades one through four, and 69 who had not experienced a similar course, were administered the Stanford Achievement Test at the beginning of grade five. Significant differences in favor of the SCIS group were found on the mathematics applications, social studies skills, and reading paragraph meaning subscales, but no differences were found on mathematics skills and concepts, social studies content, and reading word meaning. (MM)

ED 075 172 SE 013 982

McProuty, Vivian Helen

Plagel's Theory as the Basis for the Assessment of Reading Disability and Suggested Remediation Through an Adapted Science Curriculum.

Pub Date 71

Note—143p.; Ed.D. Dissertation, University of the Pacific

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106

(Order No. 71-28,085 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Academically Handicapped, Achievement, Classification, *Cognitive Development, Developmental Psychology, *Doctoral Theses, *Elementary School Students, *Reading Ability, Science Curriculum, Serial Ordering

Identifiers—Piagetian Research

The purpose of this study was to develop and apply a composite test instrument in order to compare the academic performance and cognitive functioning of boys in educationally handicapped and regular classes. Ten subtests were chosen from standard tests. Tests of seriation and classification were constructed; the battery was then administered to 64 boys between seven and ten years of age, half of whom were educationally handicapped. It was concluded from the results that educationally handicapped children are significantly handicapped in educationally relevant skills. Suggestions are made for remedial treatment of reading disabilities through the science curriculum. (MM)

ED 075 173 SE 014 001

Eaton, John Lawrence

Environmental Attitude and Health Knowledge of Tenth Grade High School Students.

Pub Date 71

Note—96p.; Ph.D. Dissertation, Pennsylvania State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-28,684 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Attitudes, Comparative Analysis, Doctoral Theses, *Environment, *Grade 10, *Health, *Knowledge Level, Research, Secondary School Students

Identifiers—Pennsylvania, Research Reports

The purpose of this report was to investigate tenth grade students' attitudes toward environmental quality and health knowledge. A tenth grade vocational agriculture class, a tenth grade biology class, and a random sample of all tenth grade students from each of twelve randomly selected Pennsylvania schools were used in the study. The sample was subgrouped according to sex and residence: farm, suburban, and urban. Evaluative criteria included the Health Education Test: Knowledge and Application, and an environmental attitude inventory utilizing the semantic differential technique. Data from several groups were analyzed to determine any significant differences among them and to search for relationships between health knowledge and environmental attitude. A review of the findings revealed that for environmental attitudes, random-sample boys scored higher than vocational agriculture boys; biology class girls scored higher than boys; and biology class farm residence students scored lower than urban and suburban students. For health knowledge, random-sample boys scored higher than vocational agriculture boys. Relationships between knowledge and attitudes existed for vocational agriculture boys and all students in biology classes. All other comparisons showed no significant differences. (Author/BL)

ED 075 174 SE 014 054

Kolebas, Patricia

The Effects on the Intelligence, Reading, Mathematics, and Interest in Science Levels of Third Grade Students Who Have Participated in Science - A Process Approach Since First Entering School.

Pub Date 71

Note—113p.; Ed.D. Dissertation, University of Virginia

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-7123 MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Curriculum, *Doctoral Theses, Educational Research, *Elementary School Science, Intelligence, Reading Achievement, *Science Education, *Student Science Interests, Tests

Identifiers—Research Reports, Science A Process Approach

White students in predominantly middle-class schools in Fairfax County, Virginia, who had used "Science - A Process Approach" in grades one

through three, and students in an unidentified control group, were administered tests of intelligence, reading achievement, arithmetic achievement, and interest in science. The following significant differences were found: (1) in favor of the experimental group: intelligence (whole groups and male subgroups) and interest in science (whole groups and both male and female subgroups); (2) in favor of females: reading achievement; (3) in favor of males: interest in science. Some significant interactions with initial readiness and age were also found. (MM)

ED 075 175 SE 014 069

Wheeler, Otis V., Jr.

The Relative Effectiveness of Two Different Mathematics and Science Programs Used With Disadvantaged and Non-Disadvantaged First Grade Children.

Pub Date 71

Note—119p.; Ed.D. Dissertation, University of Missouri - Columbia

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-10,566 MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Curriculum, *Disadvantaged Youth, Doctoral Theses, *Elementary School Mathematics, Grade 1, Inner City, Instruction, *Integrated Curriculum, Mathematics Education, *Research, *Science Education

The purpose of this study was to determine the relative effectiveness of two different mathematics and science programs used with disadvantaged and non-disadvantaged first grade children. Subjects were children in four classrooms in two inner-city schools; 31 used a process oriented, coordinated mathematics and science program and 51 used a content oriented, separate textbook program. Pre- and posttests of modern mathematics concepts, traditional mathematics concepts, and science processes, and a pretest of reading ability were given. Analysis of covariance revealed no significant differences between group means on any of the posttest measures. (MM)

ED 075 176 SE 014 171

Marchuk, G. I.

Effectiveness of Science Tasks and Plans for Siberian Scholars.

Joint Publications Research Service, Washington, D.C.

Pub Date Mar 72

Note—13p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (JPRS-55489, MF \$0.95 HC \$3.00)

Journal Cit—*Trans of Ekonomika i Organizatsiya Promyshlennogo Proizvodstva (USSR)*; n4 p3-19 1971

Document Not Available from EDRS.

Descriptors—*Economic Development, Industrialization, *Institutional Role, Regional Planning, Research Design, Research Projects, *Scientific Personnel, *Scientific Research, *Subprofessionals

Identifiers—Russia

Science and Technology research plans formulated for the Siberian Department of the U.S.S.R. Academy of Sciences are analyzed in this article to illustrate the tasks of scholars, workers, and engineering and technical personnel in the fulfillment of the 24th party congress resolutions. The hypothesis of developing Siberia and the Far East up to the year 2,000 is discussed in connection with the following aspects: long-term growth of production forces, mastery of petroleum resources, mathematical study of economic management, formation of territorial production complexes, adaption to the new five-year plan, balance of labor resources, wide use of automatic control systems, applications of the computer technology, methods of laser location in the atmosphere, construction of a solar radiotelescope, scientific and technical instrument building, optimization and control of large power systems, creation of a scientific information center, improvement of agricultural techniques, and history of the Siberia peoples. Fundamental research programs are concerned with the most important areas in mathematics, physics, biology, chemistry, geology, and metallurgy. Overall emphases are placed on the country's further economic growth, taking into account problems of introducing scientific achievements into practical use and training of qualified personnel on all levels. (CC)

ED 075 177

Sharp, Charles Arthur

Performance of Retardates on Piagetian Tasks as a Function of Ethnicity.

Pub Date 72

Note—84p.; Ph.D. Dissertation, University of Southern California

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-17,511 MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Cognitive Development, *Conservation (Concept), Doctoral Theses, *Educable Mentally Handicapped, Learning Theories, *Mathematics Education, Mental Retardation, *Research

Piagetian conservation tasks in relation to standard intelligence tests with mildly mentally retarded students from different ethnic groups were investigated. Seventy-five boys between the ages of 10 and 15, who scored between 65 and 80 on the WISC, were studied. Elkind's procedures for conservation of substance, weight, and volume were used. Findings showed that performance on Conservation Tasks discriminated between groups of normal ability and retarded subjects, and that no significant differences were found between Conservation Task performance of the retardates of different groups. (Author/DT)

ED 075 178 SE 014 365

Holloway, Mildred Azelle Evans

Cognitive and Affective Orientations of Elementary School Children Toward Air, Water, and Soil Pollution.

Pub Date 72

Note—311p.; Ed.D. Dissertation, University of Alabama

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-12,107 MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Affective Behavior, Attitudes, *Cognitive Development, *Comparative Analysis, Doctoral Theses, *Elementary School Students, Environment, Knowledge Level, *Pollution, Research, World Problems

Identifiers—Research Reports

The purpose of this study was to obtain information about children's knowledge of and attitudes toward problems of environmental pollution. It sought to determine whether or not fourth, fifth, and sixth grade children in selected elementary schools, one in the United States and one in Mexico, differed in their knowledge of and their attitudes toward air, water, and soil pollution. Sources of data were 450 children selected randomly from the Fort Rucker Elementary School, Fort Rucker, Alabama and The American School Foundation, A.C., Mexico, D.F. A 50-item multiple choice test for pollution knowledge and a 20-item attitude inventory were developed for testing purposes. Analysis of results showed, that for both the knowledge test and attitude inventory, there was no significant difference for grade levels, school groups, or interaction of grade levels and school groups. Based on the findings, it was concluded that children in Mexico and in the United States were similar in their cognitive and affective orientations toward the global problem of environmental pollution. (Author/BL)

ED 075 179 SE 014 621

Grigsby, Donald Leroy

Some Adverse Effects of Increased Federal Funding on Certain Basic Conditions in Academic Scientific Research: An Exploratory Study, 1950-1970.

Pub Date 71

Note—206p.; Ph.D. Dissertation, University of Southern California

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-21,674 MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*College Science, Doctoral Theses, *Educational Finance, *Federal Aid, Federal Programs, Financial Support, *Research, Sciences, *Scientific Research, Surveys

The purpose was to determine if any adverse effects have developed in connection with recent increased funding of academic scientific research. Questionnaires designed to assess the respondents' research experience and to evaluate the

nature of their research were sent to faculty and graduate students in the physical, biological, and social sciences; 108 faculty and 128 student questionnaires were returned. Findings showed that the physical, biological, and social sciences view academic research differently and that differences identified among the sciences suggest adverse effects as defined by the study. (Author/DT)

ED 075 180 SE 014 627

Schafer, Larry Eugene

Inducing Stage III Seriation Capabilities in Kindergarten Children Through Cue Fading and Reinforcement.

Pub Date 72

Note—253p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-22,282 MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Cognitive Development, Doctoral Theses, *Elementary School Mathematics, *Instruction, Kindergarten Children, Learning Theories, *Mathematics Education, *Research, Transfer of Training

The effectiveness of using cue fading and reinforcement to instruct children for performance at Piaget's seriation stage III was investigated. Thirty-four kindergarten children were divided into two groups, with the experimental group given training to induce the ability to insert objects into an ordered set of objects. Posttests consisting of both near and far transfer measures were given one, eight, and 132 days after training. Results showed that the experimental subjects acquired and retained the specific target capabilities of the training but failed to transfer those capabilities to tasks involving new materials. (Author/DT)

ED 075 181 SE 014 645

Cillizza, Joseph Edward

The Construction and Evaluation of a Test of Critical Thinking Ability, Grades 7-8.

Pub Date 70

Note—314p.; Ed.D. Dissertation, Boston University School of Education

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-22,522 MF \$4.05 Xerography \$14.20)

Document Not Available from EDRS.

Descriptors—*Critical Thinking, Doctoral Theses, Intelligence, *Junior High School Students, *Reading Ability, *Research, *Test Construction, Test Reliability, Test Validity

The purpose of this study was to construct and validate a test of critical thinking ability. A preliminary form was checked for face validity by a panel of experts in reading. Item analysis of this form resulted in a final form consisting of four parts with three subscales each. This form, and tests of intelligence and general reading ability, were then administered to 300 seventh and eighth grade students. Reliabilities in excess of .90 were obtained on each part of the test. Correlations indicated that the four parts of the test measured related but different factors, and that critical thinking (total score), intelligence, and reading ability were also related but different. No significant relation was found between critical thinking and age or grade level. (MM)

ED 075 182 SE 014 658

Gillespie, James Pittard

A Study of Concept Development and Communication Abilities in Children Aged Five Through Eight Using Leaf Morphology as the Vehicle.

Pub Date 70

Note—109p.; Ph.D. Dissertation, George Peabody College for Teachers

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-23,350 MF \$4.00 Xerography \$6.00)

Document Not Available from EDRS.

Descriptors—Association (Psychological), Botany, *Communication (Thought Transfer), Concept Formation, Discrimination Learning, *Doctoral Theses, *Elementary School Science, Perception Tests, Science Education, *Visual Perception

Identifiers—Research Reports

Ninety-six children, divided by age (five, six, seven, and eight years) and sex into equal groups,

were administered tests of discrimination between leaves, association of leaves with pictures of leaves, sorting leaves into generic groups, and communication of concepts of leaf structure. No sex differences or interactions were found, but there was a significant age effect on all tests. The five-year-old children had difficulties in leaf discrimination, did not appear to have well-formed concepts of leaf characteristics, and seemed to lack adequate vocabulary for expressing their ideas. Older children showed less difficulties in these areas. It is recommended that children be taught to recognize the more common species of trees through first-hand experience with leaf material, starting from age six. (MM)

ED 075 183

SE 014 693

Easton, Stanley Evan

The Relation Between Certain High School Course Patterns and Achievement in First Freshman Courses in English, Social Science, Mathematics, and Natural Science at Louisiana State University.

Pub Date 70

Note—92p.; Ed.D. Dissertation, The Louisiana State University and Agricultural and Mechanical College

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-6562 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Achievement, College Freshmen, *College Preparation, Doctoral Theses, Mathematics Education, *Research

The relation between patterns of high school course work and achievement in first freshman courses in English, social science, mathematics, and natural science was investigated. Records of 2,191 students were used and 32 distinct high school course patterns were identified. The grade earned in each of the freshman courses was the criterion of achievement. Results showed that the high school course pattern was related to significant differences in achievement among students in their first college courses. (Author/DT)

ED 075 184

SE 015 002

Kamps, Kenneth George

An Investigation of Portions of a Model for Acquisition of Conservation and Measurement of Length Based on Performance of Selected Second Grade Children on Six Piaget-Type Tasks.

Pub Date 70

Note—99p.; Ph.D. Dissertation, University of Iowa

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-5769 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Cognitive Development, *Conservation (Concept), Doctoral Theses, *Elementary School Mathematics, Learning Theories, *Mathematics Education, Measurement, *Research

Identifiers—Piagetian Research, Science A Process Approach

The purpose was to test portions of Piaget's model for the development of operational conservation and measurement of length. A random selection of 102 second grade students from three different cities was used; one group had participated in the AAAS "Science - A Process Approach" science program in grades K-2, one group had received limited experience in linear measurement, and one group used a Cuisenaire rods program in grades one and two. Three conservation and three measurement tasks were used. A Kruskal-Wallis one-way analysis of variance revealed no significant difference at the .05 level among the three groups of subjects. (Author/DT)

ED 075 185

SE 015 003

Smith, Dan Faye

A Study of the Relationship of Teacher Sex to Fifth Grade Boys' Sex Role Preference, General Self Concept, and Scholastic Achievement in Science and Mathematics.

Pub Date 70

Note—117p.; Ed.D. Dissertation, University of Miami

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-4312 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Attitudes, Doctoral Theses, *Elementary School Mathematics, *Instruction, Mathematics Education, *Research, Science Education, Sex Differences, *Student Characteristics, *Teacher Characteristics

The purpose was to determine the effect of the male teacher on the male pupil. twenty male and 21 female fifth-grade teachers teaching a total of 280 and 287 boys respectively were studied. The "California Psychological Inventory Femininity Scale" was used with the teachers; the "Children's Personality Questionnaire Effeminacy Scale," "How I See Myself Scale," and "Metropolitan Achievement Tests" were used with the students. Findings showed that boys with male teachers had significantly lower scores in psychological effeminacy, significantly higher scores on all of the school-related self concept factors, and that they surpassed boys with female teachers in mathematical problem-solving. No difference was found on the two peer-related self-concept factors, in mathematical computation, or in science achievement. (Author/DT)

ED 075 186

SE 015 007

Clemenson, Ronald William

A Comparative Study of Three Fifth Grade Classrooms on Five Selected Piaget Type Tasks Dealing with Science Related Concepts.

Pub Date 70

Note—140p.; Ph.D. Dissertation, The University of Iowa

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-5725 MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Cognitive Development, Conservation (Concept), Doctoral Theses, *Elementary School Science, Instruction, *Learning Theories, *Mathematics Education, *Research, *Science Education

The purpose was to determine (1) if there was a significant difference in the performance on five science-related Piaget type tasks by fifth graders who were currently involved in different elementary science programs, and (2) if the tasks formed a hierarchical sequence of difficulty for the students. Three groups of fifth graders were studied; one group used a problem-method elementary science program, one used "Science - A Process Approach," and the third used a multi-textbook approach. The Piaget type tasks were Task II—multiplicative classification, Task III—coordination of perspective, Task IV—conservation of area, Task V—conservation of weight, and Task VI—conservation of displacement volume. The chi-square test was applied to the three groups; a modified Guttman (1944) scalogram analysis was used to test the hierarchical sequence of task difficulty. Results showed that there was no significant difference between the three groups on the tasks, and that the tasks form a hierarchical sequence of difficulty in the order II, IV, III, V, and VI. (Author/DT)

ED 075 187

SE 015 178

Special Action Office for Drug Abuse Prevention Answers the Most Frequently Asked Questions About Drug Abuse.

Special Action Office for Drug Abuse Prevention, Washington, D.C.

Pub Date 72

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Drug Abuse, *Drug Education, *Government Publications, *Health Education, Instructional Materials, Narcotics, *Pamphlets, Reference Materials

This booklet attempts to provide clear answers to many of the questions currently being raised about the abuse of drugs, and to assist Americans of all ages to inform themselves about this critical problem. Issued by the Federal Government, it contains statements by President Nixon and Jerome H. Jaffe, M.D., Director of the Special Office for Drug Abuse Prevention, Washington, D.C. A section entitled "The Federal Response to the Drug Abuse Problem" gives attention to the efforts to reduce the supply of drugs and efforts to reduce the demand for drugs. There follow six brief sections devoted to general questions and answers about drug abuse, sedatives, hallucinogens, stimulants, narcotics, and marijuana. (LJ)

ED 075 188

SE 015 390

Tune In, Drug Abuse News for Broadcasters About Broadcasting.

National Inst. of Mental Health, Rockville, Md. National Clearinghouse for Drug Abuse Information.

Pub Date Dec 72

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Aids, *Drug Education, *Educational Programs, Educational Resources, *Instructional Materials, *Newsletters, Reference Materials

This is a newsletter for broadcasters, describing drug abuse education campaigns and evaluating radio and television broadcast materials. It is distributed to approximately 5,600 radio and television stations through the cooperation of the National Association of Broadcasters, and is effected through the facilities of the Department of Health, Education, and Welfare. This issue contains summaries of two drug education programs—one entitled "Alternatives" aired over KTTV Television in Los Angeles, California, and the second entitled "Discover Drugs," a week-long public information campaign conducted over WRMU-FM at Mount Alliance College in Alliance, Ohio. The remainder of the issue contains an evaluative listing of various films, tapes, records, etc. on the topic of drugs. Each entry contains a complete listing concerning the source, availability, cost of rental, audience, etc., followed by a summary of the content, scientific observations, evaluative comments, and suggestions for use. The reviews of the broadcast materials presented are the work of an independent panel representing a broad range of professions and opinions related to drugs and drug use. Copies of "Tune In" are available from the National Clearinghouse for Drug Abuse Information at 5600 Fishers Lane, Rockville, Maryland 20852. (LJ)

ED 075 189

SE 015 391

Current Literature in Family Planning, November 1972, No. 51.

Planned Parenthood—World Population, New York, N.Y. Katherine Dexter McCormick Library.

Pub Date Nov 72

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Annotated Bibliographies, *Contraception, Demography, *Family Planning, Health Education, *Population Trends, Publications, Reference Materials, Social Sciences

Abstracts of current publications in the fields of population and family planning are contained in this monthly acquisitions list of the Katherine Dexter McCormick Library, Planned Parenthood, New York. Organized in two parts, Part 1 contains an annotated list of the books most recently acquired by the Library, marked with its Library call number, to aid libraries which use the Library's Family Planning Classification. Part 2 contains a list of annotated articles, selected from the 150 scientific and professional journals the Library receives, and classified as in Part 1. Topical areas include: Population, Urban Planning, Man Adapting, Women, United Nations, Birth Control, Infertility, Abortion, etc. An alphabetical listing of Publishers' Addresses is included. (LJ)

ED 075 190

SE 015 392

Jackson, William B., Comp DuShane, Judith Cook, Comp.

A Collection of Resources for the Environmentally Concerned Educator.

Bowling Green State Univ., Ohio. Environmental Studies Center.

Pub Date 72

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, *Bibliographies, *Educational Resources, *Environmental Education, Health Education, Information Sources, *Instructional Materials, *Reference Materials

This booklet is a mimeographed listing of information and resources in environmental education. It is intended to be a tool for almost anyone with a general or specific interest in this subject. The foreword contains a rationale for environmental education which includes the U.S. Office of Education's basic characteristics of good environmental education; objectives; curriculum components;

and a rationale statement by William R. Eblen, taken from his book by the same name, on "Total Education in the Total Environment" (ED 059 882). Organized in two parts, Part I concerns "Information" and includes the areas of Environmental Education (general); Environmental Overview; and Special Areas of Environmental Concern. Within these areas, attention is given to such topics as Background (History, Philosophy, etc.); Curriculum materials, instructional programs, etc.; General References; Periodicals and Publications, etc.; and air, economics, ethics, government, people, values, etc. Part II, "Resources," attends to Groups, Agencies, Organizations; Audio-visuals and media; compiled Resource Lists (bibliographies, film lists, etc.); Games; Sample Activities; Glossary; and Credits. (LK)

ED 075 191 SE 015 686

Iceland, Carol And Others

Engineering and Technology Graduates 1972.
Engineers Joint Council, New York, N.Y. Engineering Manpower Commission.

Pub Date Dec 72

Note—85p.

Available from—Engineering Manpower Commission, 345 East 47th Street, New York, N.Y. 10017 (15.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Accreditation (Institutions), Employment Services, *Employment Trends, *Engineering Education, *Graduate Surveys, *Job Placement, Manpower Needs, Manpower Utilization, Salary Differentials, *Technical Education

A report on the placement status of engineering and technology graduates in 1972 is presented on the basis of survey data obtained from registrars and placement directors of institutions in the U. S. The numbers of graduates were: (1) 44,190 bachelor's, 17,003 master's, 353 engineer, and 3,774 doctorate degrees in engineering, and (2) 22,578 associate degrees, 6,768 certificates, 5,487 bachelor's, and 68 post-baccalaureate degrees in technology. Analyses are made in connection with placement status at each degree level, major curricula of favorable and unfavorable job climate, expected graduate shortage, student trends in schools accredited by the Engineers' Council for Professional Development (ECPD schools) and non-accredited schools, starting salaries, and chronological comparison. Job prospects for next year's graduates are characterized as excellent or good. Graduates of ECPD schools are more likely to continue further study in comparison with those from non-ECPD schools. The strongest demand is in civil engineering, followed by mechanical engineering; strong demand of women and minority members is found in all branches. Also included are statistical tables of varying-degree graduates versus institutions and curricula. (CC)

ED 075 192 SE 015 687

Alden, John D. And Others

Professional Income of Engineers 1972.

Engineers Joint Council, New York, N.Y. Engineering Manpower Commission.

Pub Date Dec 72

Note—80p.

Available from—Engineering Manpower Commission, 345 East 47th Street, New York, N.Y. 10017 (\$5.00)

Document Not Available from EDRS.

Descriptors—Engineering Education, Engineering Technology, *Engineers, *Income, Job Market, Questionnaires, *Salaries, *Surveys, Wages, *Work Experience

A report on the present level of engineering salaries is presented on the basis of the Commission's tenth survey among 860 establishments covering 167,225 engineering graduates, about 20 percent of all degree-holding engineers. Two questionnaires are used, one for non-supervisory graduates and the other for those in supervisory positions. Salary information is based on years since baccalaureate degree as a measure of experience. Fourteen industrial groupings, three governmental levels, and educational institutions are reported by separate groups of smoothed curves, together with composite curves for all manufacturing and all nonmanufacturing industry. The remaining curves are presented to show effects on salaries of three different degree levels and eight geographical regions. Returns are weighted to insure the best overall indicator of

salary patterns. Each group of curves is further analyzed in terms of supervisory and non-supervisory subgroups; and median, upper and lower decile, and upper and lower quartile data are plotted separately. A plot of median earnings versus years of experience is also provided for the entire group covered in ten surveys to show annual increases in comparison with consumer price indices. The present publication is not applicable to evaluation of individual salary situations. (CC)

ED 075 193 SE 015 804

Sowder, Larry K. And Others

Advance Organizers and Objectives in Teaching Mathematics.

Pub Date 73

Note—17p.; Paper presented at the Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Instruction, Integers, *Learning, *Mathematics Education, *Research
Identifiers—*Advance Organizers

Advance organizers (AOs) at two levels of abstraction, each in the presence of objectives, were used to determine the effect of the degree of abstraction on the learning of mathematics concepts; the mathematical content used as the subject of instruction was the system of integers. One first-semester mathematics class of 23 elementary education majors and one second-semester mathematics class of 31 elementary education majors participated. Four videotapes covering topics of addition, multiplication, subtraction, and order of integers were developed. Class activities for each of the four tapes included reading pre-tape information which included AOs, viewing the tape, post-tape activities and discussions, and a homework assignment. The effects of the level of abstraction of the AOs on the learning of the students were measured by a portion of the final examination scheduled about two weeks after the instruction. An analysis showed no statistically significant results between the two levels of AOs. (DT)

ED 075 194 SE 015 805

Shumway, Richard J.

Positive Versus Positive and Negative Instances and the Acquisition of the Conjunctive Concepts of Distributivity and Homomorphism.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.; Ohio State Univ., Columbus. Coll. of Education.

Pub Date 73

Note—21p.; Paper presented at the American Educational Research Association Annual Meeting, New Orleans, Louisiana, March 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Concept Teaching, *Instruction, Learning, *Learning Theories, Logic, *Mathematics Education, Number Concepts, *Research

The effects of negative instances in the acquisition of the conjunctive concepts of distributivity and homomorphism were examined. Ninety-two elementary education majors were used as subjects. Two treatment levels for distributivity (series of positive instances or positive and negative instances) and the same treatment levels for homomorphism were crossed to form a 2 x 2 factorial design with 23 subjects per cell. Criterion variables were number of correct classifications, stimulus intervals, and postfeedback intervals. All pretests, treatments, and posttests were administered using computer terminals. The results supported the hypotheses that negative instances enhance conjunctive concept acquisition and that effects of negative instances for one concept transfer to another concept. (Author/DT)

ED 075 195 SE 015 806

Owen, Steven V. And Others

Fluency, Flexibility, and Originality as a Function of Group Size.

Pub Date Feb 73

Note—14p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Creativity, *Group Dynamics, Instruction, *Problem Solving, *Research

The purpose was to determine the effect of group size on both the total and the average per person fluency, flexibility, and originality of

responses to problem solving tasks. One hundred sixty-three college juniors and seniors were assigned at random to groups of one, three, six, or twelve members. All groups were given identical instructions to respond aloud to three problem-solving tasks. Results showed that as group size increased, so did the total group fluency, flexibility, and originality; however, groups with three members were statistically indistinguishable from groups with six members. In terms of flexibility, six-member groups generated no more categories of responses than did twelve-member groups. Results also showed that as group size increased, the per-person contribution tended to diminish, and that groups of six or of twelve members appear to inhibit per-person contributions equally. (DT)

ED 075 196 SE 015 807

Smith, Gerald Eugene

Relationships Between Cognitive Style and Instructional Treatment Among Prospective Elementary School Teachers.

Pub Date Feb 73

Note—5p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Division, *Elementary School Mathematics, *Instruction, Learning, Learning Theories, Mathematics Education, Preservice Education, *Research, Student Characteristics, *Teacher Education

The purpose was to determine if there existed an interaction of cognitive style with teaching method on achievement and retention of strategies acquired through two differential treatments. Forty-eight elementary education majors received instruction on the topics "Teaching Division of Rational Numbers in the Elementary School" in one of two ways: (1) as a participant in a teacher demonstration presentation or (2) through the use of a written self-paced learning module. The Hidden Figures Test (HFT) was used to provide measurement of the cognitive style of flexibility of closure; an achievement test was administered following the treatments and an alternate form administered at the end of the semester to measure retention. Results showed no differences between treatment groups on achievement or retention and no significant interaction between flexibility of closure and treatment. However, there was a higher correlation between HFT scores for the module group as compared to the teacher demonstration group on both achievement and retention. (DT)

ED 075 197 SE 015 808

Medin, Julie

The Teaching of Developmental Mathematics in Community Colleges.

Pub Date [72]

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Mathematics, *Community Colleges, Curriculum, *Instruction, Junior Colleges, *Mathematics Education, *Program Descriptions, *Remedial Mathematics, State of the Art Reviews

Details of the remedial mathematics programs offered by three community colleges in the Washington D.C. area and a short description of programs offered by eight Maryland community colleges are given. Research and studies of remedial programs at the community college level in other parts of the United States are briefly reviewed. (DT)

ED 075 198 SE 015 812

Martin, J. Larry

An Investigation of the Development of Selected Topological Properties in the Representational Space of Young Children.

Pub Date 73

Note—35p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Development, *Elementary School Mathematics, *Geometric Concepts, Learning Theories, Mathematics Education, *Research, *Topology

A test was designed to measure whether or not the child's conceptualization of space would demand that two topological properties of figures

(connectedness, and openness and closedness) remain invariant when the figures were subjected to transformations. Ninety children, 30 from each of ages four, six, and eight, were tested. Six items were given to each child in four modes; for each item the child indicated a "most like" and a "worst" preference. Results showed there was no significant interaction between age and mode, that age had a significant effect on the "worst" preference scores but not on "most like" scores, that test mode affected both preference scores, and that for two of the test modes the mean scores based on number of times copies not topologically equivalent to the model were selected as being "most like" the model were significantly above chance means of all age levels. The conclusion saw that the results do not support the theory that topological concepts develop prior to Euclidean and projective concepts in the child's representational space. (DT)

ED 075 199 SE 015 842

Weaver, J. F. And Others

Some Factors Associated with Pupils' Performance on Examples Involving Selected Variations of the Distributive Idea.

Pub Date 73

Note—50p.; Condensation of a report presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary School Mathematics, Mathematics Education, *Multiplication, *Number Concepts, *Research Identifiers—*Distributive Law

The purpose was to ascertain whether there existed differential achievement effects associated with the factors and levels of context, form, item-stem and item-response format, size of common number, and school grade, as they relate to two variations of distributivity. Twelve 9-item tests were constructed and given to intact 4th-, 5th-, 6th-, and 7th-grade classes from two midwestern city school districts; each pupil worked with one of the 12 randomly distributed tests. Conclusions were that pupils' sensitivity to the use of distributivity was relatively low, that ability to complete correctly examples of types tested tended to increase from grade four to five to six to seven, that "regrouping sets" examples were less difficult than "multiplication-addition" examples and that "right-distributive" examples were easier than "left-distributive" examples, and that pupils had only a limited tendency to respond in the same way across a set of examples within a test. (DT)

ED 075 200 24 SE 015 854

Harrigan, J. Ward

Programmed Math Continuum, Level One, Algebra, Handbook.

New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0157

Pub Date Dec 69

Contract—OEC-0-8-080157-3691(010)

Note—81p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Algebra, Computer Assisted Instruction, *Curriculum, *Curriculum Guides, Instruction, Mathematics Education, Program Descriptions, *Programmed Instruction, Programmed Materials, *Secondary School Mathematics

This handbook was prepared to accompany a series of programmed study guides for first-year algebra. It presents the rationale and development of the program; gives an itemized summary of the strategies and logistics involved in installing and operating the program as an individualized, self-paced, computer-managed course of instruction; and specifies the principles and procedures followed in creating the program. Three texts are cross-referenced to the material in this series: the core text, "Modern Algebra - Book I" by Dolciani, Berman, and Freilich; the enrichment text, "Algebra I" by Dodes and Greitzer; and the remedial text, "Comprehensive Ninth Year Mathematics" by Dressler. (Related documents are SE 015 855 - SE 015 870.) (DT)

ED 075 201 24 SE 015 855

Harrigan, J. Ward

Programmed Math Continuum, Level One, Algebra, Measurable Behavioral Objectives.

New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-8-0157

Pub Date Dec 69

Contract—OEC-0-8-080157-3691(010)

Note—149p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Algebra, *Behavioral Objectives, *Computer Assisted Instruction, Curriculum, Instruction, Mathematics Education, Objectives, Programmed Instruction, Programmed Materials, *Secondary School Mathematics

There are two sections to this document: (1) a concept catalog which provides a simple descriptor (a single word or phrase) and number code for each student error identified in the answer matrices for the study guide, pretest, and posttest; and (2) a list of measurable behavioral objectives which give detailed and specific statements of the objectives to be taught for each of the volumes in this first-year algebra series of programmed instruction study guides. (Related documents are SE 015 854 - SE 015 870.) (DT)

ED 075 202 24 SE 015 856

Programmed Math Continuum, Level One, Algebra, Volume 1.

New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0157

Pub Date [73]

Contract—OEC-0-8-080157-3691(010)

Note—195p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Algebra, *Computer Assisted Instruction, Curriculum, Individualized Instruction, *Instruction, Instructional Materials, Mathematics Education, Programmed Instruction, Programmed Materials, *Programmed Texts, *Secondary School Mathematics

This programmed instruction study guide is one of a series that form a first-year algebra course. Structured in a multiple-choice question-answer format with scrambled pages, it is intended to be used in conjunction with a computer-managed instructional system. Volume 1 includes general instructions for working with this system, and then covers the following topics in algebra: number line, comparing numbers, sets and set membership, and subsets. Reading and homework assignments are taken from the text "Modern Algebra - Book I" by Dolciani. (Related documents are SE 015 854 - SE 015 870.) (DT)

ED 075 203 24 SE 015 857

Programmed Math Continuum, Level One, Algebra, Volume 2.

New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0157

Pub Date [73]

Contract—OEC-0-8-080157-3691(010)

Note—212p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Algebra, *Computer Assisted Instruction, Curriculum, Individualized Instruction, *Instruction, Instructional Materials, Mathematics Education, Programmed Instruction, Programmed Materials, *Programmed Texts, *Secondary School Mathematics

This programmed instruction study guide is one of a series that form a first-year algebra course. Structured in a multiple-choice question-answer format with scrambled pages, it is intended to be used in conjunction with a computer-managed instructional system. The following topics are covered in Volume 2: punctuation marks; order of operations; evaluating algebraic expressions; identifying factors, coefficients, and exponents; solving open sentences; and translating verbal mathematical relationships into algebraic expressions. Reading and homework assignments are taken from the text "Modern Algebra - Book I" by Dolciani. (Related documents are SE 015 854 - SE 015 870.) (DT)

ED 075 204 24 SE 015 858

Programmed Math Continuum, Level One, Algebra, Volume 3.

New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0157

Pub Date [73]

Contract—OEC-0-8-080157-3691(010)

Note—212p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Algebra, *Computer Assisted Instruction, Curriculum, Individualized Instruction, *Instruction, Instructional Materials, Mathematics Education, Programmed Instruction, Programmed Materials, *Programmed Texts, *Secondary School Mathematics

This programmed instruction study guide is one of a series that form a first-year algebra course. Structured in a multiple-choice question-answer format with scrambled pages, it is intended to be used in conjunction with a computer-managed instructional system. The following topics are covered in Volume 3: solving problems with open sentences; axioms of equality; closure properties; commutative, associative, and distributive properties; and addition-subtraction and division-multiplication properties of equality. Reading and homework assignments are taken from the text "Modern Algebra - Book I" by Dolciani. (Related documents are SE 015 854 - SE 015 870.) (DT)

ED 075 205 24 SE 015 859

Programmed Math Continuum, Level One, Algebra, Volume 4.

New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0157

Pub Date [73]

Contract—OEC-0-8-080157-3691(010)

Note—209p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Algebra, *Computer Assisted Instruction, Curriculum, Individualized Instruction, *Instruction, Instructional Materials, Mathematics Education, Programmed Instruction, Programmed Materials, *Programmed Texts, *Secondary School Mathematics

This programmed instruction study guide is one of a series that form a first-year algebra course. Structured in a multiple-choice question-answer format with scrambled pages, it is intended to be used in conjunction with a computer-managed instructional system. The following topics are covered in Volume 4: combining terms, equations with variables in both members, directed numbers, comparing numbers, addition on the number line, opposites, and absolute value. Reading and homework assignments are taken from the text "Modern Algebra - Book I" by Dolciani. (Related documents are SE 015 854 - SE 015 870.) (DT)

ED 075 206 24 SE 015 860

Programmed Math Continuum, Level One, Algebra, Volume 5.

New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0157

Pub Date [73]

Contract—OEC-0-8-080157-3691(010)

Note—212p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Algebra, *Computer Assisted Instruction, Curriculum, Individualized Instruction, *Instruction, Instructional Materials, Mathematics Education, Programmed Instruction, Programmed Materials, *Programmed Texts, *Secondary School Mathematics

This programmed instruction study guide is one of a series that form a first-year algebra course. Structured in a multiple-choice question-answer format with scrambled pages, it is intended to be used in conjunction with a computer-managed instructional system. The following topics are covered in Volume 5: operations on directed numbers, transforming equations, and properties of inequalities. Reading and homework assignments are taken from the text "Modern Algebra - Book I" by Dolciani. (Related documents are SE 015 854 - SE 015 870.) (DT)

ED 075 207 24 SE 015 861

Programmed Math Continuum, Level One, Algebra, Volume 6.

New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0157

Pub Date [73]

Contract—OEC-0-8-080157-3691(010)

Note—207p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Algebra, *Computer Assisted Instruction, Curriculum, Individualized Instruction, *Instruction, Instructional Materials, Mathematics Education, Programmed Instruction

tion, Programed Materials, *Programed Texts, *Secondary School Mathematics

This programed instruction study guide is one of a series that form a first-year algebra course. Structured on a multiple-choice question-answer format with scrambled pages, it is intended to be used in conjunction with a computer-managed instructional system. The following topics are covered in Volume 6: problem solving, including problems on consecutive integers, angles, uniform motion, and mixtures; and adding and subtracting polynomials. Reading and homework assignments are taken from the text "Modern Algebra - Book I" by Dolciani. (Related documents are SE 015 854 - SE 015 870.) (DT)

ED 075 208 24 SE 015 862
Programmed Math Continuum, Level One, Algebra, Volume 7.

New York State Education Dept., Albany. Bureau for Mentally Handicapped Children.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0157

Pub Date [73]

Contract—OEC-0-8-080157-3691(010)

Note—146p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Algebra, *Computer Assisted Instruction, Curriculum, Individualized Instruction, *Instruction, Instructional Materials, Mathematics Education, Programed Instruction, Programed Materials, *Programed Texts, *Secondary School Mathematics

This programed instruction study guide is one of a series that form a first-year algebra course. Structured in a multiple-choice question-answer format with scrambled pages, it is intended to be used in conjunction with a computer-managed instructional system. The following topics are covered in Volume 7: products and quotients of powers, multiplying polynomials by monomials and by polynomials, and problems involving area. Reading and homework assignments are taken from the text "Modern Algebra - Book I" by Dolciani. (Related documents are SE 015 854 through SE 015 870.) (DT)

ED 075 209 24 SE 015 863
Programmed Math Continuum, Level One, Algebra, Volume 8.

New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0157

Pub Date [73]

Contract—OEC-0-8-080157-3691(010)

Note—146p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Algebra, *Computer Assisted Instruction, Curriculum, Individualized Instruction, *Instruction, Instructional Materials, Mathematics Education, Programed Instruction, Programed Materials, *Programed Texts, *Secondary School Mathematics

This programed instruction study guide is one of a series that form a first-year algebra course. Structured in a multiple-choice question-answer format with scrambled pages, it is intended to be used in conjunction with a computer-managed instructional system. The following topics are covered in Volume 8: dividing a polynomial by a monomial and by a polynomial, factoring, identifying common factors, multiplying sum and difference of two numbers, factoring differences of two squares, and squaring a binomial. Reading and homework assignments are taken from the text "Modern Algebra - Book I" by Dolciani. (Related documents are SE 015 854 - SE 015 870.) (DT)

ED 075 210 24 SE 015 864
Programmed Math Continuum, Level One, Algebra, Volume 9.

New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0157

Pub Date [73]

Contract—OEC-0-8-080157-3691(010)

Note—170p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Algebra, *Computer Assisted Instruction, Curriculum, Individualized Instruction, *Instruction, Instructional Materials, Mathematics Education, Programed Instruction, Programed Materials, *Programed Texts, *Secondary School Mathematics

This programed instruction study guide is one of a series that form a first-year algebra course. Structured in a multiple-choice question-answer format with scrambled pages, it is intended to be used in conjunction with a computer-managed instructional system. The following topics are covered in Volume 9: factoring a trinomial square, sight multiplication of binomials, factoring the product of a binomial sum or difference, general factoring of a quadratic, and combining types of factoring. Reading and homework assignments are taken from the text "Modern Algebra - Book I" by Dolciani. (Related documents are SE 015 854 - SE 015 870.) (DT)

ED 075 211 24 SE 015 865
Programmed Math Continuum, Level One, Algebra, Volume 10.

New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0157

Pub Date [73]

Contract—OEC-0-8-080157-3691(010)

Note—208p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Algebra, *Computer Assisted Instruction, Curriculum, Individualized Instruction, *Instruction, Instructional Materials, Mathematics Education, Programed Instruction, Programed Materials, *Programed Texts, *Secondary School Mathematics

This programed instruction study guide is one of a series that form a first-year algebra course. Structured in a multiple-choice question-answer format with scrambled pages, it is intended to be used in conjunction with a computer-managed instructional system. The following topics are covered in Volume 10: solving equations having factors whose product is zero; solving polynomial equations by factoring; use of factoring in problem solving; and reducing, multiplying, and dividing algebraic fractions. Reading and homework assignments are taken from the text "Modern Algebra - Book I" by Dolciani. (Related documents are SE 015 854 through SE 015 870.) (DT)

ED 075 212 24 SE 015 866
Programmed Math Continuum, Level One, Algebra, Volume 11.

New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0157

Pub Date [73]

Contract—OEC-0-8-080157-3691(010)

Note—210p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Algebra, *Computer Assisted Instruction, Curriculum, Individualized Instruction, *Instruction, Instructional Materials, Mathematics Education, Programed Instruction, Programed Materials, *Programed Texts, *Secondary School Mathematics

This programed instruction study guide is one of a series that form a first-year algebra course. Structured in a multiple-choice question-answer format with scrambled pages, it is intended to be used in conjunction with a computer-managed instructional system. The following topics are covered in Volume 11: multiplying and dividing fractions involving factoring, combining fractions with equal and with unequal denominators, mixed expressions, complex fractions, and solving open sentences having fraction coefficients. Reading and homework assignments are taken from the text "Modern Algebra - Book I" by Dolciani. (Related documents are SE 015 854 - SE 015 870.) (DT)

ED 075 213 24 SE 015 867
Programmed Math Continuum, Level One, Algebra, Volume 12.

New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0157

Pub Date [73]

Contract—OEC-0-8-080157-3691(010)

Note—192p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Algebra, *Computer Assisted Instruction, Curriculum, Individualized Instruction, *Instruction, Instructional Materials, Mathematics Education, Programed Instruction, Programed Materials, *Programed Texts, *Secondary School Mathematics

This programed instruction study guide is one of a series that form a first-year algebra course. Structured in a multiple-choice question-answer format with scrambled pages, it is intended to be used in conjunction with a computer-managed instructional system. The following topics are covered in Volume 12: solving investment, percent mixture, work, and motion problems; and solving fractional equations. Reading and homework assignments are taken from the text "Modern Algebra - Book I" by Dolciani. (Related documents are SE 015 854 - SE 015 870.) (DT)

ED 075 214 24 SE 015 868
Programmed Math Continuum, Level One, Algebra, Volume 13.

New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0157

Pub Date [73]

Contract—OEC-0-8-080157-3691(010)

Note—181p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Algebra, *Computer Assisted Instruction, Curriculum, Individualized Instruction, *Instruction, Instructional Materials, Mathematics Education, Programed Instruction, Programed Materials, *Programed Texts, *Secondary School Mathematics

This programed instruction study guide is one of a series that form a first-year algebra course. Structured in a multiple-choice question-answer format with scrambled pages, it is intended to be used in conjunction with a computer-managed instructional system. The following topics are covered in Volume 13: open sentences in two variables, coordinates in a plane, graphing linear equations, slope of a line, slope-intercept form of an equation, graph of an inequality in two variables, and graphic solution of a system of equations. Reading and homework assignments are taken from the text "Modern Algebra - Book I" by Dolciani. (Related documents are SE 015 854 - SE 015 870.) (DT)

ED 075 215 24 SE 015 869
Programmed Math Continuum, Level One, Algebra, Volume 14.

New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0157

Pub Date [73]

Contract—OEC-0-8-080157-3691(010)

Note—190p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Algebra, *Computer Assisted Instruction, Curriculum, Individualized Instruction, *Instruction, Instructional Materials, Mathematics Education, Programed Instruction, Programed Materials, *Programed Texts, *Secondary School Mathematics

This programed instruction study guide is one of a series that form a first-year algebra course. Structured in a multiple-choice question-answer format with scrambled pages, it is intended to be used in conjunction with a computer-managed instructional system. The following topics are covered in Volume 14: methods of solving systems of equations, graphing pairs of inequalities, verbal problems using two variables, and determining the equation of a line. Reading and homework assignments are taken from the text "Modern Algebra - Book I" by Dolciani. (Related documents are SE 015 854 - SE 015 870.) (DT)

ED 075 216 24 SE 015 870
Programmed Math Continuum, Level One, Algebra, Volume 15.

New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0157

Pub Date [73]

Contract—OEC-0-8-080157-3691(010)

Note—216p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Algebra, *Computer Assisted Instruction, Curriculum, Individualized Instruction, *Instruction, Instructional Materials, Mathematics Education, Programed Instruction, Programed Materials, *Programed Texts, *Secondary School Mathematics

This programed instruction study guide is one of a series that form a first-year algebra course. Structured in a multiple-choice question-answer

format with scrambled pages, it is intended to be used in conjunction with a computer-managed instructional system. The following topics are covered in Volume 15: solving digit, motion, and age problems; solving problems involving fractions, rational numbers, determining roots of numbers, and irrational numbers. Reading and homework assignments are taken from the text "Modern Algebra - Book I" by Dolciani. (Related documents are SE 015 854 - SE 015 869.) (DT)

ED 075 217 SE 015 885
Activities for Studying Streams, Grade Level 5-6.
Environmental Education Series, Bulletin No. 247-A.

Montgomery County Public Schools, Rockville, Md.

Report No.—Bull-247-A

Pub Date [70]

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, *Elementary Grades, *Environmental Education, Instructional Materials, *Learning Activities, Natural Resources, Outdoor Education, *Teaching Guides, Units of Study (Subject Fields), *Water Resources

This bulletin is one in a series of environmental education activity guides for grades K-12, developed and field-tested by teachers in the Montgomery County (Maryland) Public Schools. Primarily for use in the middle grades four through six, the guides are not intended to constitute complete units in themselves. They are, rather, a compilation of activities considered appropriate for particular environmental studies. In this guide about streams, for grades five and six, are activities entitled: Measuring Rate of Stream Flow, Measuring Stream Width, Measuring Stream Depth, Measuring Stream Volume, Calculating the Capacity of a Stream to Support Human Life, Measuring Stream Temperature, Measuring the pH, Constructing Collection Nets, Collecting Specimens, and Identifying Specimens. Each activity indicates the instructional objective, procedures to follow, and materials required. Teacher notes are added when necessary. A student evaluation sheet concludes the bulletin. Related documents in the series are SE 015 886 through SE 015 893. (BL)

ED 075 218 SE 015 886
Activities for Studying Wildlife, Grade Level 4-6.
Environmental Education Series, Bulletin No. 247-B.

Montgomery County Public Schools, Rockville, Md.

Report No.—Bull-247-B

Pub Date [70]

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, *Elementary Grades, *Environmental Education, Instructional Materials, *Learning Activities, Natural Resources, Outdoor Education, *Teaching Guides, Units of Study (Subject Fields), *Wildlife Management

This bulletin is one in a series of environmental education activity guides for grades K-12, developed and field-tested by teachers in the Montgomery County (Maryland) Public Schools. Primarily for use in the middle grades four through six, the guides are not intended to constitute complete units in themselves. They are, rather, a compilation of activities considered appropriate for particular environmental studies. In this guide about wildlife, for grades four through six, are activities entitled: Stalking, Finding Signs of Wildlife, Making Casts, Identifying Small Animal Tracks, Identifying Animals from Signs, Constructing an Animal Trap, and Identifying Animals from Tracks. Each activity indicates the instructional objective, procedures to follow, and materials required. Teacher notes are added when necessary. A student evaluation sheet concludes the bulletin. Related documents in the series are SE 015 885 and SE 015 887 through SE 015 893. (BL)

ED 075 219 SE 015 887
Activities for Studying Weather, Grade Level 4-6.
Environmental Education Series, Bulletin No. 247-C.

Montgomery County Public Schools, Rockville, Md.

Report No.—Bull-247-C

Pub Date [70]

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, *Elementary Grades, *Environmental Education, Instructional Materials, *Learning Activities, *Meteorology, Natural Resources, Outdoor Education, *Teaching Guides, Units of Study (Subject Fields)

This bulletin is one in a series of environmental education activity guides for grades K-12, developed and field-tested by teachers in the Montgomery County (Maryland) Public Schools. Primarily for use in the middle grades four through six, the guides are not intended to constitute complete units in themselves. They are, rather, a compilation of activities considered appropriate for particular environmental studies. In this guide about the weather, for grades four through six, are activities entitled: Observing Weather, Understanding Humidity, Measuring Humidity, Relating Humidity to Other Elements of Weather, Constructing a Barometer, Using a Barometer to Measure Air Pressure, Constructing a Weather Vane, Using a Weather Vane to Find Wind Direction, and Weather Predicting. Indicated for each activity are the instructional objective, procedures to follow, and materials required. Teacher notes are added when necessary. A student evaluation sheet concludes the bulletin. Related documents in the series are SE 015 885 through SE 015 886 and SE 015 888 through SE 015 893. (BL)

ED 075 220 SE 015 888
Activities for Studying Ponds (Limnology), Grade Level 5-6.
Environmental Education Series, Bulletin No. 247-D.

Montgomery County Public Schools, Rockville, Md.

Report No.—Bull-247-D

Pub Date [70]

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, *Elementary Grades, *Environmental Education, Instructional Materials, *Learning Activities, Natural Resources, Outdoor Education, *Teaching Guides, Units of Study (Subject Fields), *Water Resources

Identifiers—Limnology
This bulletin is one in a series of environmental education activity guides for grades K-12, developed and field-tested by teachers in the Montgomery County (Maryland) Public Schools. Primarily for use in the middle grades four through six, the guides are not intended to constitute complete units in themselves. They are, rather, a compilation of activities considered appropriate for particular environmental studies. In this guide about ponds, for grades five and six, activities are entitled: Identifying Animal Life, Identifying Plant Life, Using a Plankton Tow, Measuring pH, Measuring Pond Depth, Measuring Pond Temperatures, Observing Suspended Particles, Measuring Turbidity, Bottom Sampling, Observing Currents, and Measuring the Inflow and Outflow of a Pond. Each activity includes the instructional objective, procedures to follow, and materials required. Teacher notes are added when necessary. A student evaluation sheet concludes the bulletin. Related documents in the series are SE 015 885 through SE 015 887 and SE 015 889 through SE 015 893. (BL)

ED 075 221 SE 015 889
Activities for Studying Rocks and Soil, Grade Level 4-6.
Environmental Education Series, Bulletin No. 247-E.

Montgomery County Public Schools, Rockville, Md.

Report No.—Bull-247-E

Pub Date [70]

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, *Elementary Grades, *Environmental Education, *Geology, Instructional Materials, *Learning Activities, Natural Resources, Outdoor Education, *Teaching Guides, Units of Study (Subject Fields)

This bulletin is one in a series of environmental education activity guides for grades K-12, developed and field-tested by teachers in the Montgomery County (Maryland) Public Schools. Primarily for use in the middle grades four through six, the guides are not intended to constitute complete units in themselves. They are, rather, a compilation of activities considered appropriate for particular environmental studies. In

this guide about rocks and the soil, for grades four through six, activities are entitled: Collecting Rock Samples for Observation and Classification, Testing Rocks for Hardness, Classifying Rocks, Observing the Weathering Action of Water on Rocks, Breaking Down Rocks by Freezing, Demonstrating the Effect of Rainfall on Soil, and Observing the Effect of Moving Water on the Earth's Surface. Each activity includes the instructional objective, procedures to follow, and materials required. Teacher notes are added when necessary. A student evaluation sheet concludes the bulletin. Related documents in the series are SE 015 885 through SE 015 888 and SE 015 890 through SE 015 893. (BL)

ED 075 222 SE 015 890
Activities for Studying Seasonal Change, Grade Level K-1.
Environmental Education Series, Bulletin No. 247-F.

Montgomery County Public Schools, Rockville, Md.

Report No.—Bull-247-F

Pub Date [70]

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, *Ecological Factors, *Environmental Education, Instructional Materials, *Learning Activities, Natural Resources, Outdoor Education, *Primary Grades, *Teaching Guides, Units of Study (Subject Fields)

This bulletin is one in a series of environmental education activity guides for grades K-12, developed and field-tested by teachers in the Montgomery County (Maryland) Public Schools. Primarily for use in the middle grades four through six, the guides are not intended to constitute complete units in themselves. They are, rather, a compilation of activities considered appropriate for particular environmental studies. In this guide about seasonal changes, for grades K-1, are activities entitled: Observing and Recording Seasonal Changes in Nature; Describing the Life Cycle of an Animal, Insect, or Plant; Observing Ways in Which Seeds are Scattered; Measuring Temperature and Finding Life Underground; and Listing Ways in Which Man Adapts to Seasonal Change. Each activity indicates the instructional objective, procedures to follow, and materials required. Teacher notes are added when necessary. A student evaluation sheet concludes the bulletin. Related documents in the series are SE 015 885 through SE 015 889 and SE 015 891 through SE 015 893. (BL)

ED 075 223 SE 015 891
Activities for Studying Megalopolis, Grade Level 4-8.
Environmental Education Series, Bulletin No. 247-H.

Montgomery County Public Schools, Rockville, Md.

Report No.—Bull-247-H

Pub Date [70]

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, *Elementary Grades, *Environmental Education, Instructional Materials, *Learning Activities, *Metropolitan Areas, Natural Resources, Outdoor Education, *Teaching Guides, Units of Study (Subject Fields)

This bulletin is one in a series of environmental education activity guides for grades K-12, developed and field-tested by teachers in the Montgomery County (Maryland) Public Schools. Primarily for use in the middle grades four through six, the guides are not intended to constitute complete units in themselves. They are, rather, a compilation of activities considered appropriate for particular environmental studies. In this guide about the megalopolis, for grades four through eight, the 31 activities are divided into three categories: Analysis of Residential Communities, Identifying Characteristics of Commercial/Industrial Areas, and Identifying Patterns of City Growth and Land Use. Each activity includes the instructional objective, procedures to follow, and materials required. A student evaluation sheet follows each category and the bulletin concludes with a list of suggested discussion questions. Related documents in the series are SE 015 885 through SE 015 890 and SE 015 892 through SE 015 893. (BL)

ED 075 224 SE 015 892
Activities for Map and Compass Study, Grade Level 4-6. Environmental Education Series, Bulletin No. 247-I.

Montgomery County Public Schools, Rockville, Md.

Report No.—Bull-247-I

Pub Date [70]

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, *Elementary Grades, *Environmental Education, Instructional Materials, *Learning Activities, *Map Skills, Natural Resources, Outdoor Education, *Teaching Guides, Units of Study (Subject Fields)

This bulletin is one in a series of environmental education activity guides for grades K-12, developed and field-tested by teachers in the Montgomery County (Maryland) Public Schools. Primarily for use in the middle grades four through six, the guides are not intended to constitute complete units in themselves. They are, rather, a compilation of activities considered appropriate for particular environmental studies. In this guide about maps and compasses, for grades four through six, are activities entitled: Estimating Pace, Locating North, Compass Exercises, Landmarks (Azimuth), Shooting a Back Azimuth, Calculating Magnetic Declination, Compensating for Magnetic Declination, Following a Course, Sketching a Map, Estimating Heights, Drawing a Topographic Map, and Mapping. Each activity indicates the instructional objective, procedures to follow, and materials required. Teacher notes are added when necessary. A student evaluation sheet concludes the bulletin. Related documents in the series are SE 015 885 through SE 015 891 and SE 015 893. (BL)

ED 075 225 SE 015 893
Outdoor Art Activities, Grade Level K-12. Environmental Education Series, Bulletin No. 247-K.

Montgomery County Public Schools, Rockville, Md.

Report No.—Bull-247-K

Pub Date [70]

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Creative Art, Curriculum Development, Elementary Grades, *Environmental Education, Instructional Materials, *Learning Activities, Natural Resources, Outdoor Education, Secondary Grades, *Teaching Guides, Units of Study (Subject Fields)

This bulletin is one in a series of environmental education activity guides for grades K-12, developed and field-tested by teachers in the Montgomery County (Maryland) Public Schools. Primarily for use in the middle grades four through six, the guides are not intended to constitute complete units in themselves. They are, rather, a compilation of activities considered appropriate for particular environmental studies. In this guide about the arts, for grades K-12, the 22 activities are divided into five categories: Painting and Drawing, Graphic Arts, Sculpture, Ceramics, and Crafts. Each activity indicates the instructional objective, procedures to follow, and materials required. Teacher notes are added when necessary. A student evaluation sheet concludes the bulletin. Related documents in the series are SE 015 885 through SE 015 892. (BL)

ED 075 226 SE 015 912
Guidelines for the Preparation of Teachers of Mathematics.

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date [73]

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum, Instruction, *Mathematics Education, *Objectives, *Preservice Education, *Teacher Education

These guidelines, prepared by a National Council of Teachers of Mathematics Commission, are intended to provide for general direction, generally expected levels of competence, possible evidence of the existence of essential characteristics, and indications of how the guidelines themselves help in the realization of goals. They are stated in terms of specific competencies but there was no attempt to describe precisely how these competencies might be measured. The scope of the guidelines is limited to the prepara-

tion of classroom teachers, age four through grade twelve. Areas covered include academic and professional knowledge in terms of mathematical content and in terms of understanding the contributions of humanistic and behavioral studies, professional competencies and attitudes, and the responsibilities of teacher education institutions. (DT)

ED 075 227 SE 015 922
Page, Chester H., Ed. Vigoureux, Paul, Ed. The International System of Units (SI).

National Bureau of Standards (DOC), Washington, D.C.

Report No.—NBS-SP-330

Pub Date Apr 72

Note—51p.; Supersedes NBS-SP-330, 1971 Edition

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (Order No. C 13.10:330/2, \$0.30)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Geometric Concepts, Mathematical Applications, *Mathematics, *Measurement, *Metric System

This document gives definitions and symbols for the basic units of measure, for derived units, and for supplementary units. Decimal multiples and sub-multiples of units and units outside the International System also are discussed. Appendix I reproduces the decisions made on units and on the International System by two committees (the General Conference of Weights and Measures and the International Committee of Weights and Measures) since 1889; Appendix II outlines methods which metrological laboratories can use to derive the units and to calibrate standards. (DT)

ED 075 228 SE 015 929
Situation Report—Ghana, India, and South Africa. International Planned Parenthood Federation, London (England).

Pub Date Nov 72

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Contraception, Demography, *Family Planning, *Foreign Countries, *Population Trends, Programs, Resource Materials, Social Welfare, *Statistical Data

Data relating to population and family planning in three foreign countries are presented in these situation reports. Countries included are Ghana, India, and South Africa. Information is provided under two topics: general background and family planning situation, where appropriate and if it is available. General background covers ethnic groups, language, religion, economy, communication/education, medical/social welfare, and statistics on population, birth and death rates. Family planning situation considers family planning associations and personnel, government attitudes, legislation, family planning services, education/information, training opportunities for individuals, families, and medical personnel, research and evaluation, program plans, government programs, and related supporting organizations. Bibliographic sources are given. (BL)

ED 075 229 SE 015 931
An Introduction to Flow Proof. A Manual for Teachers.

Pub Date 70

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Deductive Methods, *Geometry, *Instruction, Mathematical Logic, Mathematics Education, *Secondary School Mathematics Identifiers—*Proof (Mathematics)

The limitations of the ledger method in writing formal proofs are discussed. Details are given of a flow-proof method, with an attempt made to describe how to deal with most special situations involving the structuring of proofs. Nine examples of flow proofs in geometry are included. (DT)

ED 075 230 SE 015 932
Fowler, J. M. Mervine, K. W. Energy and the Environment.

Maryland Univ., College Park. Dept. of Physics and Astronomy.

Spons Agency—Esso Education Foundation.

Pub Date Jan 73

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *College Science, Curriculum Enrichment, *Energy,

*Environment, Interdisciplinary Approach, Reference Materials, *State of the Art Reviews

This booklet is the first in a series of Environmental Resource Packets designed to encourage college science teachers to become professionally competent in selected environmental areas of study. Produced under a grant from the ESSO Education Foundation, each packet will consist of a review paper(s) and a selected and annotated bibliography which considers not only the natural sciences but also economics, politics, ethics, etc. In this packet dealing with energy and the environment, Part One is a three-segment paper which studies (1) energy: where it comes from and where it goes, (2) environmental effects of energy use, and (3) resources and new sources. Part Two, which contains the annotated bibliography, covers basic general references, energy policy, electric power, nuclear power, fossil fuels, energy resources, future sources of energy, data, and student reading selections. Cross references are noted at the end of each section also. Each entry delineates the title, author's name, publisher, point of view, level of use, and a summary of the contents. (BL)

ED 075 231 SE 015 939
Air Pollution Technical Publications of the U.S. Environmental Protection Agency.

Environmental Protection Agency, Research Triangle Park, N.C. Air Pollution Technical Information Center.

Pub Date Jan 73

Note—95p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Air Pollution Control, *Bibliographies, Ecology, *Environment, *Government Publications, Natural Resources, Reference Materials, *Reports

Contained in this catalog is a complete listing of U.S. Environmental Protection Agency reports issued in the AP and APTD series and of selected reports in the EPA-R series. The AP group provides information of general interest in the field of air pollution control and is made available to the public through the Government Printing Office. The APTD series is issued to report technical data of interest to a limited readership and includes reports of work performed under contract to the Environmental Protection Agency. The EPA-R series contains reports issued by the EPA Office of Research and Monitoring and available from the National Technical Information Service together with the APTD series reports. Each entry indicates the series number, title of the publication, date, order number, and price. A subject index concludes the work. (BL)

ED 075 232 SE 015 941
Guerrero, Carl A. A Guide to Field Mathematics.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of General and Academic Education.

Pub Date 72

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activity Learning, Instruction, Instructional Materials, *Laboratory Procedures, Manipulative Materials, *Mathematical Applications, Mathematics Education, *Measurement, *Secondary School Mathematics

This guide includes a chapter on concepts related to measurement, a chapter describing the various measuring instruments that are used in the field, and a chapter indicating realistic class projects using field instruments. Twenty-three plates contained in the publication are designed as masters to make transparencies for classroom instruction. A bibliography of 28 source books is included. (Author/DT)

ED 075 233 SE 015 948
Bruni, Jim. Math Matters.

City Univ. of New York, N.Y. Community Resources Inst.

Pub Date 73

Note—44p.

Available from—Community Resources Institute, City University of New York, 270 West 96 Street, New York, New York 10025

Document Not Available from EDRS.

Descriptors—*Activity Learning, *Elementary School Mathematics, Evaluation, *Instruction, *Instructional Materials, *Laboratory Procedures, Manipulative Materials, *Mathe-

matics Education, Secondary School Mathematics

This collection includes a list of suppliers, prices, and descriptions of commercially available teaching materials classified into the five categories of attribute games, basic structural materials, basic operations, geometry, and measurement; suggestions for using "junk" materials and for developing and selecting task cards; and checklists for evaluating student progress. A bibliography is included. (DT)

ED 075 234 SE 015 962
Elementary Mathematics: A Handbook for Teachers.

Alaska State Dept. of Education, Juneau. Office of Public Information and Publications.

Pub Date Aug 71

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum, *Curriculum Guides, *Elementary School Mathematics, *Individualized Instruction, *Instruction, Instructional Materials, Laboratory Procedures, Mathematics Education

The aim of this guide is to aid elementary teachers in individualizing instruction. Eight general objectives of teaching mathematics are listed, 11 topics are identified as being the scope of elementary mathematics, a one-page mathematics curriculum flow chart for grades K-8 is provided, student and teacher needs and evaluation are discussed in general terms, and three examples of individualized instruction are given. A section on mathematics laboratories includes directions for four activities along with a short list of math lab materials and books. A bibliography of 32 references on mathematics education is given. (DT)

ED 075 235 SE 016 033
Air Pollution Translations: A Bibliography with Abstracts - Volume 2.

National Air Pollution Control Administration (DHEW), Raleigh, N.C.

Report No.—NAPCA-AP-69-VOL-2

Pub Date Apr 70

Note—113p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$1.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Abstracts, *Air Pollution Control, *Annotated Bibliographies, Environment, *Foreign Countries, Indexes (Locators), Pollution, Reference Materials, *Technical Reports, Translation

This volume is the second in a series of compilations presenting abstracts and indexes of translations of technical air pollution literature. The 444 entries are grouped into 12 subject categories: General; Emission Sources; Atmospheric Interaction; Measurement Methods; Control Methods; Effects—Human Health; Effects—Plants and Livestock; Effects—Materials; Air Quality Measurements; Legal and Administrative Aspects; Standards and Criteria; and Basic Science and Technology. Within the categories the entries are arranged in ascending order by APTIC (Air Pollution Technical Information Center) accession number. An author index, language index, and subject index refer to the abstracts by category letter and accession number. Language distribution for the abstracts is: Czech—20, Danish—3, Dutch—9, French—46, German—217, Hungarian—1, Italian—37, Japanese—38, Norwegian—1, Polish—15, Russian—38, Serbo-Croatian—1, Slovak—6, Spanish—1, and Swedish—11. A related document is Volume 1, ED 044 298. (BL)

ED 075 236 24 SE 016 065
Self-Paced Physics, Course Materials.

Naval Academy, Annapolis, Md.; New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0446

Pub Date [73]

Contract—N00600-68-C-0749

Note—236p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—College Science, *Course Descriptions, *Course Organization, Curriculum Development, Educational Programs, *Independent Study, *Physics, Problem Solving, Science Education, Self Help Programs

Identifiers—Self Paced Instruction

Samples of the Self-Paced Physics Course materials are presented in this collection for dissemination purposes. Descriptions are included of course objectives, characteristics, structures, and content. As a two-semester course of study for science and engineering sophomores, most topics are on a level comparable to that of classical physics by Halliday and Resnick. Passages of four college-level physics textbooks are used as reading assignments. In the material development, emphases are placed on instructional objectives represented by core problems, an exposition through enabling and competence check problems, an iterative process of successive tryouts, and a self-instruction theory with minimum tutorial support. Contained in the whole set are 18 problems and solutions books, 72 study guides, 25 videotapes, 25 talking books, 25 illustrated texts, 12 quarterly diagnostic tests, remedial problem sets, one student manual, two instructor's manuals for course and laboratory, three laboratory manuals, and one enrichment volume. The course has been used for three years at the U. S. Naval Academy through an extensive trial-and-revision process. (Related documents are SE 016 066 - SE 016 088 and ED 062 123 - ED 062 125.) (CC)

ED 075 237 24 SE 016 066
Self-Paced Physics, Instructor Manual.

Naval Academy, Annapolis, Md.; New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0446

Pub Date [70]

Contract—N00600-68-C-0749

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Science, *Independent Study, *Instructional Materials, *Physics, Problem Solving, Science Education, *Student Teacher Relationship, *Teaching Guides, Teaching Methods, Teaching Procedures

Identifiers—Self Paced Instruction

As a part of the U. S. Naval Academy Self-Paced Physics Course materials, orientation is presented in this manual to assist an instructor in developing his individual class policies. Descriptions are given of objectives, class atmosphere, student progress, counseling activities, and remedial work. Under the heading of the management sequence, special concern is given to the characteristics of problems and solutions segments and to the study guide, a latent-image type on which sequencing information is revealed by using a special crayon. Moreover, the features of the student manual, homework assignments, audiovisual materials, prime and supplementary textbooks, progress checks, and quarterly diagnostic tests are analyzed to provide a detailed guide for the proper use of these materials. Included is a flow-chart which reflects a general overview of the operational functions of the course. (Related documents are SE 016 065 - SE 016 088 and ED 062 123 - ED 062 125.) (CC)

ED 075 238 24 SE 016 067
Self-Paced Physics, Segments 1-5.

Naval Academy, Annapolis, Md.; New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0446

Pub Date 70

Contract—N00600-68-C-0749

Note—162p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—College Science, Instructional Materials, *Mechanics (Physics), Physics, *Problem Sets, Problem Solving, *Remedial Programs, Science Education, *Self Help Programs

Identifiers—Self Paced Instruction

Five segments of the Self-Paced Physics Course materials are presented in this problems and solutions book for use as the first part of student course work. The subject-matter topics are related to significant digits, vectors, dimensions, dot and cross products, speeds, velocities, problem solving procedures, projectiles, Newton's laws, and friction. Contained in each segment are information panels, core problems enclosed in a box, core-primed questions, scrambled problems solutions, and true-false questions. A study guide is provided for each segment; and used to answer the true-false questions and to reveal directions for reaching solutions when the correct answer is

chosen. When the core problem is answered incorrectly, the study requires the student to follow the remedial or enabling loop, leading, in turn, to the solution of core-primed questions. Also included is an answer sheet for the five segments. (Related documents are SE 016 065 - SE 016 088 and ED 062 123 - ED 062 125.) (CC)

ED 075 239 24 SE 016 068
Self-Paced Physics, Segments 6-10.

Naval Academy, Annapolis, Md.; New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0446

Pub Date 70

Contract—N00600-68-C-0749

Note—128p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—College Science, Instructional Materials, *Mechanics (Physics), Physics, *Problem Sets, Problem Solving, *Remedial Programs, Science Education, *Self Help Programs

Identifiers—Self Paced Instruction

Five segments of the Self-Paced Physics Course materials are presented in this problems and solutions book for use as the second part of student course work. The subject-matter topics are related to circular motion, work, power, kinetic energy, potential energy, conservative forces, conservation of energy, spring problems, center of mass, and conservation of momentum. Contained in each segment are information panels, core problems enclosed in a box, core-primed questions, scrambled problem solutions, and true-false questions. A study guide is provided for each segment, and used to answer the true-false questions and to reveal directions for reaching solutions when the correct answer is chosen. When the core problem is answered incorrectly, the study guide requires the student to follow the remedial or enabling loop, leading, in turn, to the solution of core-primed questions. Also included is an answer sheet for the five segments. (Related documents are SE 016 065 - SE 016 088 and ED 062 123 - ED 062 125.) (CC)

ED 075 240 24 SE 016 069
Self-Paced Physics, Segments 11-14.

Naval Academy, Annapolis, Md.; New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0446

Pub Date 70

Contract—N00600-68-C-0749

Note—115p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—College Science, Instructional Materials, *Mechanics (Physics), Physics, *Problem Sets, Problem Solving, *Remedial Programs, Science Education, *Self Help Programs

Identifiers—Self Paced Instruction

Four segments of the Self-Paced Physics Course materials are presented in this problems and solutions book for use as the third part of student course work. The subject-matter topics are related to impulses, inelastic and elastic collisions, two-dimensional collision problems, universal constant of gravitation, gravitational acceleration and fields, planet weights, gravitational potential energy, and escape speeds. Contained in each segment are information panels, core problems enclosed in a box, core-primed questions, scrambled problem solutions, and true-false questions. A study guide is provided for each segment, and used to answer the true-false questions and to reveal directions for reaching solutions when the correct answer is chosen. When the core problems are answered incorrectly, the study guide requires the student to follow the remedial or enabling loop, leading, in turn, to the solution of core-primed questions. Also included is an answer sheet for the four segments. (Related documents are SE 016 065 - SE 016 088 and ED 062 123 - ED 062 125.) (CC)

ED 075 241 24 SE 016 070
Self-Paced Physics, Segments 15-17.

Naval Academy, Annapolis, Md.; New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0446

Pub Date 70

Contract—N00600-68-C-0749

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Science, *Instructional Materials, Mechanics (Physics), *Physics, *Problem Sets, Problem Solving, *Review (Reexamination), Science Education, *Self Help Programs, Study Guides
Identifiers—Self Paced Instruction

Three review segments of the Self-Paced Physics Course materials are provided in this volume which is arranged to match study segments 1 through 14. Each of the three segments is composed of a set of problems and solutions, and accompanied by its own individual study guide. The problem set is designed as a back-referencing system, and the scrambling method is used in solution presentation. Directions for reaching solutions are revealed through the use of latent image study guides. The purpose of review problem sets is to help students in isolating and organizing essential physics concepts which are common to problem situations. Also included is a sheet of problem numbers with corresponding page numbers which locate correct answers. (Related documents are SE 016 065 - SE 016 088 and ED 062 123 - ED 062 125.) (CC)

ED 075 242 24 SE 016 071

Self-Paced Physics, Segment 18.

Naval Academy, Annapolis, Md.; New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0446

Pub Date 70

Contract—N00600-68-C-0749

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Science, *Instructional Materials, Mechanics (Physics), *Physics, *Problems, Problem Sets, Science Education, Study Guides, *Tests

Identifiers—Self Paced Instruction

Eighty-seven problems are included in this volume which is arranged to match study segments 2 through 14. The subject matter is related to projectiles, simple harmonic motion, kinetic friction, multiple pulley arrangements, motion on inclined planes, circular motion, potential energy, kinetic energy, center of mass, Newton's laws, elastic and inelastic collisions, Kepler's laws, universal gravitational constants, planetary orbits, and escape speeds. Also included are study guides for the problem set. (Related documents are SE 016 065 - SE 016 088 and ED 062 123 - ED 062 125.) (CC)

ED 075 243 24 SE 016 072

Self-Paced Physics, Segments 19-23.

Naval Academy, Annapolis, Md.; New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0446

Pub Date 70

Contract—N00600-68-C-0749

Note—148p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—College Science, Electricity, *Instructional Materials, *Physics, *Problem Sets, Problem Solving, *Remedial Programs, Science Education, *Self Help Programs

Identifiers—Self Paced Instruction

Five study segments of the Self-Paced Physics Course materials are presented in this fourth problems and solutions book used as a part of student course work. The subject matter is related to electric charges, insulators, Coulomb's law, electric fields, lines of force, solid angles, conductors, motion of charged particles, dipoles, electric flux, surface charge densities, charging processes, and Gauss's law. Contained in each segment are information panels, core problems enclosed in a box, core-primed questions, scrambled problem solutions, and true-false questions. Accompanying study guides are used to answer the true-false questions and to reveal directions for reaching solutions. When the core problem is answered incorrectly, the study guides require students to follow the remedial or enabling loop, leading to the solutions of core-primed questions. Also included is a sheet of problem numbers with corresponding page numbers which locate correct answers. (Related documents are SE 016 065 - SE 016 088 and ED 062 123 - ED 062 125.) (CC)

ED 075 244 24 SE 016 073

Self-Paced Physics, Segments 24-27.

Naval Academy, Annapolis, Md.; New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0446

Pub Date 70

Contract—N00600-68-C-0749

Note—122p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—College Science, Electricity, *Instructional Materials, *Physics, *Problem Sets, Problem Solving, *Remedial Programs, Science Education, *Self Help Programs

Identifiers—Self Paced Instruction

Four study segments of the Self-Paced Physics Course materials are presented in this fifth problems and solutions book used as a part of student course work. The subject matter is related to work in electric fields, potential differences, parallel plates, electric potential energies, potential gradients, capacitances, and capacitor circuits. Contained in each segment are information panels, core problems enclosed in a box, core-primed questions, scrambled problem solutions, and true-false questions. Study guides are provided and used to answer the true-false questions and to reveal directions for reaching solutions. When the core problem is answered incorrectly, the study guide requires students to follow the remedial or enabling loop, leading to the solutions of core-primed questions. Also included is a sheet of problem numbers with corresponding page numbers which locate correct answers. (Related documents are SE 016 065 - SE 016 088 and ED 062 123 - ED 062 125.) (CC)

ED 075 245 24 SE 016 074

Self-Paced Physics, Segments 28-31.

Naval Academy, Annapolis, Md.; New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0446

Pub Date 70

Contract—N00600-68-C-0749

Note—126p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—College Science, Electricity, *Instructional Materials, *Physics, *Problem Sets, Problem Solving, *Remedial Programs, Science Education, *Self Help Programs

Identifiers—Self Paced Instruction

Four study segments of the Self-Paced Physics Course materials are presented in this sixth problems and solutions book used as a part of student course work. The subject matter is related to electric currents, current densities, resistances, Ohm's law, voltages, Joule heating, electromotive forces, single loop circuits, series and parallel circuits, Kirchhoff's rules, ammeters, galvanometers, potentiometers, and Wheatstone Bridges. Contained in each segment are an information panel, core problems enclosed in a box, core-primed questions, scrambled problem solutions, and true-false questions. Study guides are provided to answer the true-false questions and to reveal directions for reaching solutions. When the core problem is answered incorrectly, the study guide requires students to follow the remedial or enabling loop, leading to the solutions of core-primed questions. Also included is a sheet of problem numbers with corresponding page numbers which locate correct answers. (Related documents are SE 016 065 - SE 016 088 and ED 062 123 - ED 062 125.) (CC)

ED 075 246 24 SE 016 075

Self-Paced Physics, Segments 32-36.

Naval Academy, Annapolis, Md.; New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0446

Pub Date 70

Contract—N00600-68-C-0749

Note—155p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—College Science, *Instructional Materials, Magnets, *Physics, *Problem Sets, Problem Solving, *Remedial Programs, Science Education, *Self Help Programs

Identifiers—Self Paced Instruction

Five study segments of the Self-Paced Physics Course materials are presented in this seventh problems and solutions book used as a part of student course work. The content is related to magnetic fields, magnetic moments, forces on charged particles in magnetic fields, electron

volts, cyclotron, electronic charge to mass ratio, current-carrying loops, torques, electric motors, magnetic flux, earth's magnetic fields, Ampere's law, solenoids, toroids, and Biot-Savart law. Contained in each segment are an information panel, core problems enclosed in a box, core-primed questions, scrambled problem solutions, and true-false questions. Study guides are provided and used to answer the true-false questions and to reveal directions for reaching solutions. When the core problem is answered incorrectly, the study guide requires students to follow the remedial or enabling loop, leading to the solutions of core-primed questions. Also included is a sheet of problem numbers with corresponding page numbers which locate correct answers. (Related documents are SE 016 065 - SE 016 088 and ED 062 123 - ED 062 125.) (CC)

ED 075 247 24 SE 016 076

Self-Paced Physics, Segments 37-40.

Naval Academy, Annapolis, Md.; New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0446

Pub Date 70

Contract—N00600-68-C-0749

Note—113p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—College Science, Electricity, *Instructional Materials, Magnets, *Physics, *Problem Sets, *Remedial Programs, Science Education, *Self Help Programs

Identifiers—Self Paced Instruction

Four study segments of the Self-Paced Physics Course materials are presented in this eighth problems and solutions book used as a part of course assignments. The content is related to magnetic induction, Faraday's law, induced currents, Lenz's law, induced electromotive forces, time-varying magnetic fields, self-inductance, inductors, resistor-capacitor circuits, resistor-inductor circuits, and current decay problems. Contained in each segment are an information panel, core problems enclosed in a box, core-primed questions, scrambled problem solutions, and true-false questions. Study guides are provided and used to reveal directions for reaching solutions. When the core problem is answered incorrectly, the study guide requires students to follow the remedial loop, leading to the solutions of core-primed questions. Also included is a sheet of problem numbers with corresponding page numbers which locate correct answers. (Related documents are SE 016 065 - SE 016 088 and ED 062 123 - ED 062 125.) (CC)

ED 075 248 24 SE 016 077

Self-Paced Physics, Segment 41A-41E.

Naval Academy, Annapolis, Md.; New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0446

Pub Date 70

Contract—N00600-68-C-0749

Note—75p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Science, Electricity, *Instructional Materials, *Physics, Problems, *Problem Sets, Problem Solving, *Review (Reexamination), Science Education, *Self Help Programs

Identifiers—Self Paced Instruction

The second review segment of the Self-Paced Physics Course is presented in this volume and arranged to match study segments 19 through 40. The segment is divided into five subsegments, each of which is composed of a set of problems and solutions. A study guide is provided for each subsegment. The problem set is designed in a back-referencing system, and the scrambling method is used in solution presentation. Directions for reaching solutions are revealed through the use of latent image study guides. The purpose of the review segment is to help students in isolating and organizing essential physics concepts which are common to problem situations. (Related documents are SE 016 065 - SE 016 088 and ED 062 123 - ED 062 125.) (CC)

ED 075 249 24 SE 016 078

Remedial Sheets for Progress Checks, Segments 1-14.

Naval Academy, Annapolis, Md.; New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0446

Pub Date 70
Contract—N00600-68-C-0749
Note—83p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Science, Instructional Materials, *Mechanics (Physics), Physics, *Problems, *Remedial Instruction, *Remedial Programs, Science Education, *Self Help Programs

Identifiers—Self Paced Instruction

The first part of the Self-Paced Physics Course remediation materials is presented for U. S. Naval Academy students who miss core problems on the progress check. The total of 78 problems is incorporated in this volume to match study segments 1 through 14. Each remedial sheet is composed of a statement of the missed problem and references to pertinent auxiliary material. The content is given under the headings: Measurement and Vectors, Vector Multiplication and Velocity, Motion in One and Two Dimensions, Newton's Laws of Motion, Linear Motion; Friction, Uniform Circular Motion, Work and Energy, Conservation of Energy, Motion of the Center of Mass, Linear Momentum, Impulse and Collisions in One Dimension, Collisions in Two Dimensions, Gravitation, and Gravitational Potential Energy. (Related documents are SE 016 065 - SE 016 088 and ED 062 123 - ED 062 125.) (CC)

ED 075 250 24 SE 016 079
Remedial Sheets for Progress Checks, Segments 19-40.

Naval Academy, Annapolis, Md.; New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0446

Pub Date 70
Contract—N00600-68-C-0749
Note—110p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—College Science, *Electricity, Instructional Materials, *Physics, Problems, *Remedial Instruction, *Remedial Programs, Science Education, *Self Help Programs

Identifiers—Self Paced Instruction

The second part of the Self-Paced Physics Course remediation materials is presented for U. S. Naval Academy students who miss core problems on the progress check. The total of 101 problems is incorporated in this volume to match study segments 19 through 40. Each remedial sheet is composed of a statement of the missed problem and references to pertinent auxiliary material. The content is given under the headings: Electric Charge and Coulomb's Law, The Electric Field, Electric Field Problems, Electric Dipoles and Electric Flux, Gauss's Law, Electric Potential, Electric Potential Energy, Capacitance, Energy Storage in Capacitors, Current and Resistance, Electrical Energy and Electromotive Force, Circuits and Kirchhoff's Rules, Ammeters and Voltmeters, Charge in a Magnetic Field, Current in a Magnetic Field, Magnetic Flux and the Earth's Magnetic Field, Ampere's Law, The Biot-Savart Law, Faraday's Law of Induction, Self Inductance, The RC Circuit, and the LR Circuit. (Related documents are SE 016 065 - SE 016 088 and ED 062 123 - ED 062 125.) (CC)

ED 075 251 24 SE 016 080
Illustrated Texts (Master Set).

Naval Academy, Annapolis, Md.; New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0446

Pub Date 70
Contract—N00600-68-C-0749
Note—425p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—College Science, *Electricity, Instructional Materials, *Mechanics (Physics), Physics, Science Education, Study Guides, *Supplementary Textbooks

Identifiers—Self Paced Instruction

As one of three audiovisual media in the U. S. Naval Academy Self-Paced Physics Course 27 topics relating to mechanics, electricity, and magnetism are presented in this volume for enriching and supplementary purposes. Each topic is

primarily composed of figures and formulas associated with explanatory statements. Terminal behavioral objectives and directions for reaching subsequent study guides are incorporated at the end of the topic. The material is designed to optimize and individualize the student learning process. (Related documents are SE 016 065 through SE 016 088 and ED 062 123 through ED 062 125.) (CC)

ED 075 252 24 SE 016 081
Talking Books (Master Set).

Naval Academy, Annapolis, Md.; New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0446

Pub Date 70
Contract—N00600-68-C-0749
Note—246p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—College Science, *Electricity, Instructional Materials, *Mechanics (Physics), Physics, Science Education, Supplementary Textbooks, *Talking Books

Identifiers—Self Paced Instruction

As one of three audiovisual media in the U. S. Naval Academy Self-Paced Physics Course, 27 topics relating to mechanics, electricity, and magnetism are presented in this volume for enriching and supplementary purposes. Each topic is primarily composed of illustrations and formulas. Terminal behavior objectives and directions for reaching subsequent study guides are provided at the end of the topic. The material is designed to be used in combination with tape recorded lectures. (Related documents are SE 016 065 through SE 016 088 and ED 062 123 through ED 062 125.) (CC)

ED 075 253 24 SE 016 082
Self-Paced Physics [Talking Book Cassette Tapes].

Naval Academy, Annapolis, Md.; New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0446

Pub Date [70]
Contract—N00600-68-C-0749
Note—1p; 16 tapes

Available from—ERIC/SMEAC, 400 Lincoln Tower, 1800 Cannon Drive, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, College Science, *Electricity, *Instructional Aids, Instructional Materials, *Magnetic Tape Cassettes, *Mechanics (Physics), Physics, Science Education, Talking Books

Identifiers—Self Paced Instruction

As one of three audiovisual media in the U. S. Naval Academy Self-Paced Physics Course, 16 cassette tapes relating to lectures of mechanics, electricity, and magnetism are prepared for enriching and supplementary purposes. The material is designed to be used in combination with the talking book where illustrations, formulas, behavioral objectives, and directions for utilizing subsequent study guides are presented. (Related documents are SE 016 065 - SE 016 088 and ED 062 123 - ED 062 125.) (CC)

ED 075 254 24 SE 016 083
Branson, Robert K. And Others

Self-Paced Physics, Documentation Report, Final Report 5.0.

Naval Academy, Annapolis, Md.; New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0446
Pub Date 71
Contract—N00600-68-C-0749
Note—108p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Performance, College Science, *Curriculum Development, *Physics, Program Descriptions, *Program Evaluation, Science Education, Self Help Programs, *Statistical Analysis, Study Guides

Identifiers—Self Paced Instruction

As a supplement to the principal reports, descriptions are given in this report for the development, validation, and installation of the Self-Paced Physics Course at the U. S. Naval Academy. Following an executive summary, an introduction to course characteristics, and an

overview of the project, statistical tests are discussed in connection with discriminant analysis, one-way analysis of variance, and step-wise regression. Sample data from one experimental group and two control groups, collected during the Fall 1969 tryout from weekly posttests, final examinations, and reported proctor time, are used together with background scores in statistical calculations. Relationships are determined between audiovisual and non-audiovisual groups and among the variables, and student performance including differences resulting from individual test items is studied in relation to study guides. Learning category, confidence, and difficulty ratings are also analyzed. As a result claimed in Technical Report 5.6, this multi-media course is at least as effective as traditional courses. Besides 53 tables, the formula used in discriminant analysis and the learning category taxonomy in a problem form are given in the appendices. (Related documents are SE 016 065 - SE 016 088 and ED 062 123 - ED 062 125.) (CC)

ED 075 255 24 SE 016 084
Self-Paced Physics, Documentation Report, Management System Report 5.4a.

Naval Academy, Annapolis, Md.; New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0446
Pub Date 71
Contract—N00600-68-C-0749
Note—155p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Performance, College Science, *Curriculum Development, Feedback, *Operations Research, *Physics, *Programed Instruction, Program Guides, *Program Improvement, Science Education

Identifiers—Self Paced Instruction

As a supplement to the principal reports, the underlying management system of the U. S. Naval Academy Self-Paced Physics Course is presented in this documentation report. The management system is discussed on three "levels" which are intrinsic in the programmed-instruction format, focused on remedial activities, and related to the handling of student performance data. Detailed information is given in connection with the recommended course implementation procedures, nature and form of tests, methods of scoring and recording scores, kinds of feedback provided by students, methods of presenting feedback, record-keeping procedures and forms, and computer-managed operations. Also described are the methods of utilizing data generated during the course to evaluate and improve the course material and presentation strategies. Besides a flow chart reflecting the responsibilities of students, clerks, instructors, and managers, a total of 25 exhibits and illustrations are provided. (Related documents are SE 016 065 - SE 016 088 and ED 062 123 - ED 062 125.) (CC)

ED 075 256 24 SE 016 085
Self-Paced Physics, Documentation Report, Course Description 5.1; Course Objectives 5.2.1; Course Structure and Sequence 5.2.2.

Naval Academy, Annapolis, Md.; New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-8-0446

Pub Date 71
Contract—N00600-68-C-0749
Note—202p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—College Science, *Course Descriptions, *Course Objectives, *Course Organization, Curriculum Development, *Educational Objectives, *Mechanics (Physics), Physics, Problems, Science Education

Identifiers—Self Paced Instruction

As a supplement to the principal reports of the U. S. Naval Academy Self-Paced Physics (ED 062 123 - ED 062 125), the course objectives, structure, and sequence are discussed in this document to provide an overview of the program's development and operation. Following a description of goals, characteristics, content, systems approach, media components, testing, remedials, and laboratories, the objective statements are first presented in the form of core problems to avoid ambiguity in the verbal explanation of level, scope, complexity, emphasis, and assessment measures. Criteria for subject

matter sequencing are then given in groups of inclusion and student difficulty. Included are 179 core problem sheets with references to pertinent auxiliary material and a chart of broad subject matter constrained sequences. (Related documents are SE 016 065 - SE 016 088 and ED 062 123 - ED 062 125.) (CC)

ED 075 257 24 SE 016 086
Revised Listing of Objectives, Appendix 1.

Naval Academy, Annapolis, Md.; New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0446

Pub Date 71

Contract—N00600-68-C-0749

Note—131p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavioral Objectives, College Science, *Course Objectives, Curriculum Development, Educational Objectives, *Physics, Science Education, *Self Help Programs

Identifiers—Self Paced Instruction

As a supplement to the principal reports, a total of 776 verbal behavioral objectives are incorporated in this document relating to the U. S. Naval Academy Self-Paced Physics Course. The objectives are related to the following aspects: physical measurements, frames of reference, significant figures, statics, dynamics, kinematics, electricity, and magnetism. All are on the level of the Halliday and Resnick physics textbook. (Related documents are SE 016 065 through SE 016 088 and ED 062 123 through ED 062 125.) (CC)

ED 075 258 24 SE 016 087
Self-Paced Physics, Documentation Report, Test Item Bank 5.3.

Naval Academy, Annapolis, Md.; New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0446

Pub Date 71

Contract—N00600-68-C-0749

Note—657p.

EDRS Price MF-\$0.65 HC-\$23.03

Descriptors—*Answer Keys, College Science, *Diagnostic Tests, *Instructional Materials, *Physics, Problems, Science Education, Student Records, *Tests

Identifiers—Self Paced Instruction

As a supplement to the principal reports, a compilation of criterion check items and diagnostic test items identified by terminal objectives is presented in this document relating to the U. S. Naval Academy Self-Paced Physics Course. Included are a progress check item bank, student terminal objective key sheets, quarterly diagnostic tests and their answer keys, test item statistics for the Fall 1969 posttests, and pretests and posttests for the Fall 1969 volumes A through O. Skill ratings are provided for the progress check item. Multiple questions for each terminal objective are contained in the item bank. (Related documents are SE 016 065 - SE 016 088 and ED 062 123 - ED 062 125.) (CC)

ED 075 259 24 SE 016 088
Self-Paced Physics, Documentation Report, Revision Process Documentation 5.5.

Naval Academy, Annapolis, Md.; New York Inst. of Tech., Old Westbury.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0446

Pub Date 71

Contract—N00600-68-C-0749

Note—251p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Academic Performance, College Science, *Curriculum Development, *Learning Experience, Learning Processes, *Physics, *Program Improvement, Science Education, Self Help Programs

Identifiers—Self Paced Instruction

As a supplement to the principal reports, basic revision guidelines, philosophy, and procedures are discussed in this document relating to the U. S. Naval Academy Self-Paced Physics Course. Following a brief course description, analyses are made of the rationale for revision activities, study guide alteration, and content, objective, format, and remediation evolution. Revision decisions are

made on the basis of empirical findings obtained during the Fall 1969 tryout in weekly posttests, final examinations, and students' study guide performances. The "confidence" scores, faculty and student item ratings, student preferences, fragmentary time logs, and options taken by students when assigned to the option condition are also referred to as additional information pertaining to the improvement of learning materials and processes. Included are a compilation of student academic performances, a detailed record of revision actions, comments of subject matter specialists on each revised problem, and major statistical results used in revision. (Related documents are SE 016 065 - SE 016 087 and ED 062 123 - ED 062 125.) (CC)

ED 075 260 SE 016 095
Bassler, Otto C. And Others

Comparison of Two Instructional Strategies for Teaching the Solution to Verbal Problems. Final Report.

George Peabody Coll. for Teachers, Nashville, Tenn.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-1-D-068

Pub Date Dec 72

Grant—OEG-4-72-0002

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Algebra, *Instruction, Mathematics Education, Multimedia Instruction, *Problem Solving, *Research, *Secondary School Mathematics, Symbols (Mathematics), Teaching Machines

Two distinct strategies for teaching the solution to verbal problems were compared. Programs of instruction were prepared that reflected the Polya Method (read and understand the problem, plan for a solution, carry out the plan, and check the result) and the Dahmus Method (translate the verbal statements into mathematical symbols prior to solving the problem and checking the solution). A form of individualized instruction was used to present these programs to 53 ninth-grade algebra students classified into three ability levels based upon Algebra Prognosis Test scores. Following seven days of instruction, data were gathered on an investigator-constructed posttest and retention test which were scored on an equation criterion and a problem solution criterion. Results showed that Polya Method students scored higher than Dahmus Method students on the equation criterion but there was no difference between the two groups on the problem solving criterion, that scores on both criteria are highly resistant to forgetting, and that ability level differences occurred. (Author/DT)

ED 075 261 SE 016 100
Coding Instructions, Worksheets, and Keypunch Sheets for M.E.T.R.O.-APEX Simulation.

Michigan Univ., Ann Arbor. Environmental Simulation Lab.

Pub Date [73]

Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Air Pollution Control, Codification, *Computer Programs, *Environmental Education, *Instructional Materials, Management Games, Pollution, Professional Training, Role Playing, *Simulation, Worksheets

Identifiers—*METRO APEX

Compiled in this resource are coding instructions, worksheets, and keypunch sheets for use in the M.E.T.R.O.-APEX simulation, described in detail in documents ED 064 530 through ED 064 550. Air Pollution Exercise (APEX) is a computerized college and professional level "real world" simulation of a community with urban and rural problems, industrial activities, and air pollution difficulties. Persons using these sheets for game play will find it necessary to prepare duplicate copies of many of them, as indicated in the manuals for the game director and various players. (BL)

ED 075 262 SE 016 103
Stewer, H. Guyford

National Science Foundation Annual Report 1972. National Science Foundation, Washington, D.C.

Report No—NSF-73-1

Pub Date 73

Note—113p.; 22nd Annual Report

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (Stock No. 3800-00130 \$2.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Annual Reports, Mathematics Education, *Program Descriptions, Research, *Research Projects, Science Education, Sciences, *Scientific Research, Teacher Education

Identifiers—*National Science Foundation

Statistics on the allotment of funds and descriptions of activities carried out under the auspices of the National Science Foundation (NSF) in 1972 are reported. Details are provided for activities in the categories of (1) research project support, (2) national and international programs, (3) research applications, (4) science education research and programs, and (5) institutional programs. Among the appendices are a listing of staff, advisory committee, and panel members; details of organization changes and appointments; a financial report for 1972, a description of patents resulting from NSF-supported activities, and a publications list. (DT)

ED 075 263 24 SE 016 120
Parsons, Donna

A Guide to Environmental Study Areas of the Snake River Region. Final Report.

Idaho Coll., Caldwell.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-1-J-033

Pub Date Jan 73

Contract—OEC-X-71-0017(059)

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Environmental Education, *Evaluation, Natural Resources, Outdoor Education, *Projects, *Reports, *Resource Guides

Identifiers—Idaho

In 1968, a project sponsored by the Caldwell, Idaho School District 132 and funded under an ESEA Title III grant, resulted in a 224-page sourcebook for teachers, "Idaho, An Outdoor Classroom" (ED 046 963). A current project, summarized in this final report, has attempted (1) to evaluate "Idaho, An Outdoor Classroom" and find out if and how it has been used, and (2) to revise and expand the sourcebook to make it more useful. The report describes how the evaluation was completed—through questionnaires, personal visits, and telephone calls. Statistics relative to the questionnaire are tabulated and explained. Revision and expansion of the sourcebook were completed with the assistance of many resource people throughout the state. Corrections, eliminations, and revisions of material from the original book were made and coverage was extended to the entire Snake River Basin, including western Wyoming, northern Nevada, eastern Oregon, and southeastern Washington. Additional items in the report include comments from the evaluators (teachers) and a copy of the evaluation form. (BL)

ED 075 264 24 SE 016 122
Suppes, Patrick

Mathematical Models of Elementary Mathematics Learning and Performance. Final Report.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Div. of Elementary and Secondary Research.

Bureau No—BR-0-0113

Pub Date Feb 73

Grant—OEG-9-70-0024-057

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Assisted Instruction, *Educational Research, *Elementary School Mathematics, *Learning, Learning Theories, Mathematical Models, Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, *Research Methodology

This project was concerned with the development of mathematical models of elementary mathematics learning and performance. Probabilistic finite automata and register machines with a finite number of registers were developed as models and extensively tested with data arising from the elementary-mathematics strand curriculum developed by the Institute for Mathematical Studies in the Social Sciences and delivered to

students in schools in a computer-assisted-instruction mode. Probabilistic automata were defined and tested for basic addition, subtraction, and multiplication exercises. Results of detailed application of the register machine models are unpublished and will appear subsequent to the date of this final report. The results of analyses indicate that the kinds of models developed can be applied to learning and performance in elementary mathematics, and have implications for detailed pedagogical procedures of instruction in these basic skills. (Author/DT)

SO

ED 075 265 SO 000 824
John Adams High School First Year Report, 1969-1970.

Adams High School, Portland, Ore.

Pub Date 28 Sep 70

Note—129p.

Available from—John Adams High School, 631 N. E. Clockanus, Portland, Oregon 97208

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Action Research, Educational Objectives, Educational Programs, Parent Attitudes, *Program Descriptions, *Program Evaluation, *Public School Systems, School Environment, School Integration, Secondary Grades, Statistical Data, Student Attitudes, Student Centered Curriculum

Identifiers—*John Adams High School, Oregon

This report is an assessment of the events of the first year of operation of John Adams High School, Portland, Oregon. The primary goal of the school was to provide an educational experience relevant to the needs and interests of all adolescents, regardless of their intentions about pursuing further formal education. The report is oriented toward the presentation and interpretation of systematically collected data. The goals are summarized for students, teachers, training programs, research and evaluations, and community relations. The body of the report contains: 1) description of the school; 2) overview of evaluation procedures; 3) reports of department chairmen team leaders, and counselors; 4) attitudes of Adams students toward the school; 5) standardized test data; 6) unobtrusive data such as attendance, withdrawals, vandalism, glass breakage, suspensions; 6) data on specific programs; 7) parent interviews; 8) evaluation of pupils; and 9) a report on training. (SHM)

ED 075 266 SO 001 502
Sources of Information and Materials: Maps and Aerial Photographs. A Reference Book.

High School Geography Project, Boulder, Colo.

Spons Agency—National Science Foundation,

Washington, D.C.

Pub Date Feb 70

Note—166p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Annotated Bibliographies, Atlases, Charts, *Geography, *Maps, *Photographs, Resource Guides, Secondary Grades, *Social Studies

Identifiers—Cartography, *High School Geography Project

This booklet is a compilation of sources of cartographic information, ideas and materials. Designed for geography and social studies teachers, the guide tells where to obtain: 1) additional information and ideas on the preparation and use of cartographic materials; 2) motion pictures, filmstrips and slides on mapping and photography; 3) statistical data useful for thematic map preparation; 4) matching aerial photographs and topographic maps of outstanding physical and cultural features in the U.S.; 5) sheet maps and other cartographic materials from government and society sources; 6) wall maps, outline maps, map transparencies, globes, relief models, atlases, and related materials from commercial sources; 7) aerial and space photographs; and 8) interpretation and drawing equipment. Annotations and complete bibliographic information are included in the citations which were chosen on the basis of potential value to high school geography or other social studies courses, probable availability to the teacher, and recency of publication. (Author/SHM)

ED 075 267 SO 001 518
Selected War/Pace Curriculum Units Available for High School Level Teaching. Developmental Draft.

Diablo Valley Education Project, Orinda, Calif.

Pub Date Jun 71

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conflict Resolution, Course Descriptions, Disarmament, Futures (of Society), *International Education, International Law, International Organizations, *Peace, Revolution, Secondary Grades, *Social Studies Units, United States History, *War, World Affairs, World History, World Problems

Identifiers—World Order

Eighteen war/peace curriculum units were selected for secondary students for this resource collection of course descriptions. The objective of the guide is to suggest courses dealing with the overall war/peace issues ranging in scope from the ethnics of war to world peace and from national to international conflicts. Considerable emphasis is placed upon international organizations and law and their ability to maintain world order. Teaching techniques mentioned for the various units include role playing, discussion techniques, case studies and readings. The works, listed by title of unit, contain information on title, publisher, and cost of units along with a course description abstract providing information on major topic emphasis, difficulty of material, objective of the unit, and teaching technique. (SJM)

ED 075 268 SO 002 061
Miles, Edward J.
The Rationale for Canadian Studies in Schools of the United States.

Pub Date 26 Nov 70

Note—8p.; Paper presented at "Teach Canada" session, National Council for the Social Studies (New York, November 26, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Studies, *Area Studies, *Comparative Analysis, *International Education, *Social Studies, Speeches

Identifiers—*Canada

A rationale for the study of Canada by Americans is advocated in this paper. Among the justifications for the study are: our common geographical environment; our need to comparatively understand the cultural, economic, political, and social differences and similarities of the two countries; the part Canada can play in serving as a laboratory for U. S. experiments; the question of resources for future development of our own society; security needs; examination of differing viewpoints toward foreign policy; investment possibilities; and study of anti-Americanism. While geography supports the logic of unification that has made Americans and Canadians neighbors and allies, history and economics have not made the two countries amiable partners. Elimination of ignorance about Canada through the implementation of Canadian studies in U. S. schools and colleges can contribute much toward cooperation between the two countries. (SJM)

ED 075 269 SO 002 529
State Department Report: Wilde Lake High School.

Wilde Lake High School, Columbia, Md.

Pub Date Jun 71

Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Art, English, Home Economics, *Human Development, Human Relations Programs, Languages, Mathematics, Music, *School Environment, Science Courses, Secondary Education, Social Studies, *Student Centered Curriculum, *Student School Relationship

Identifiers—*Wilde Lake High School

The report describes general education courses offered at Wilde Lake High School—a school that maintains a flexible environment conducive to learning and hopefully fosters individual development and growth. The aim of the school is to create an environment that helps students: adjust and cope with their environment outside the school; develop according to their individual needs; become more independent; make intelligent choices, make decisions, and become responsible for their actions. The major portion of the document presents course descriptions along with philosophy and course goals which

emphasize student centered curriculum in the areas of English, foreign languages, social studies, science, home economics, individualized mathematics, physical education, art and music. Additional sections are included on the media center, which relates to, is coordinated with, and permeates the entire school program, and the need for the development of a human resources program involving students and school personnel. (SJM)

ED 075 270 SO 002 734
Student Almanac. Grade Five.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date 68

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary Grades, *Geographic Regions, Grade 5, *Reference Materials, *Social Studies

Identifiers—Almanac, *Project Social Studies

This almanac is designed for use in the fifth grade course on regional studies which focuses on several case studies rather than on detailed study of each region. (The course is described in ED 062 226). For that reason the factual information is selected and includes figures relevant to the case studies in the regional areas of the Midwest, North East, South, and West. Tables are included on the elevations of U. S. towns and cities; number and acreage of farms, population figures and historical facts about New York City with some comparison to other North Eastern cities; world population; and precipitation and temperatures of relevant cities. Related documents are: ED 061 134; ED 062 227; ED 069 562 through ED 069 568; SO 002 740; and SO 005 460. (SJM)

ED 075 271 SO 002 740
Selected Readings on Phoenix. Grade Five, Unit: Phoenix.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date 68

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Area Studies, Community Change, Elementary Grades, *Factual Reading, *Geographic Regions, Grade 5, History Instruction, *Social Studies, *United States History

Identifiers—Phoenix, *Project Social Studies

Twelve readings, many of which are primary materials excerpted from dated newspapers, are intended to accompany the fifth grade course on regional studies of the West in Unit V described in ED 069 568. Describing past and present conditions in Phoenix, the readings touch upon the Salt River; the civilization and disappearance of the Hohokam Indians; early mining; the building of a number of dams; and several portrayals of Phoenix in the 1870's. Related documents are ED 061 134; ED 062 226; ED 062 227; ED 069 562 through ED 069 568; SO 002 734 and SO 005 460. (SJM)

ED 075 272 SO 005 389
Social Studies: Application Units. Course II, Teachers. Computer-Oriented Curriculum. REACT (Relevant Educational Applications of Computer Technology).

Northwest Regional Educational Lab., Portland, Ore.; Tecnica Education Corp., San Carlos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Lab. Branch.

Pub Date 71

Note—118p.

Available from—Tecnica Education Corporation, 655 Sky Way, San Carlos, California 94070 (\$1.65)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Computer Assisted Instruction, *Computer Oriented Programs, Computer Science, Curriculum Development, *Data Analysis, Economics, Educational Technology, Games, Information Retrieval, Instructional Technology, Mathematics, Secondary Grades, *Simulation, Social Change, *Social Sciences,

*Social Studies, Teaching Guides, Technological Advancement, Units of Study (Subject Fields)

Identifiers—*REACT, Relevant Educational Applications of Computer Tech

This book is one of a series in Course II of the Relevant Educational Applications of Computer Technology (REACT) Project. It is designed to point out to teachers two of the major applications of computers in the social sciences: simulation and data analysis. The first section contains a variety of simulation units organized under the following headings: The Computer Utility; Information Retrieval; Balance of Payments; Computer-Written Poetry; and Interpersonal Relationships. The second part consists of two basic statistical programs which perform the type of calculations and analysis frequently used in the social sciences. These are found under the headings Statistical Analysis and Best Line Fit for a Set of Points. Program runs and references to line numbers in the book apply to the Hewlett-Packard programs. A bibliography is also included. (FDI)

ED 075 273

SO 005 425

Harris, Margaret L. Tabachnick, B. Robert

Measuring Social Studies Concept Attainment: Boys and Girls. Report from the Project on A Structure of Concept Attainment Abilities.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.

Report No.—TR-193

Bureau No.—BR-5-0216

Pub Date Nov 71

Contract—OEC-5-10-154

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Cognitive Measurement, *Concept Formation, Educational Research, Elementary School Students, Geography, Grade 5, Grade 6, *Measurement Instruments, *Measurement Techniques, Performance Criteria, *Social Studies, *Test Construction, Testing Problems

This paper describes test development efforts for measuring achievement of selected concepts in social studies. It includes descriptive item and test statistics for the tests developed. Twelve items were developed for each of 30 concepts. Subject specialists categorized the concepts into three major areas: Geographic Region, Man and Society, and Map and Globe Study. The items were administered during early summer of 1970 to 196 girls who had just completed the fifth grade and during the fall of 1970 to 195 boys who had just begun the sixth grade. Some of the major conclusions are: 1) reliability estimates obtained for both total concept scores and total task scores are sufficiently high to warrant study of the dimensionality of these social studies concepts and the dimensionality of the tasks when using social studies content; 2) the three area distinctions seem not to be important ones; 3) the difficulty item indices obtained indicate that these items are of appropriate difficulty levels for these subjects; and 4) almost all the items have desirable levels of discrimination indices when the item is both a part of a concept criterion score and a task criterion score. Related reports from the Project are ED 065 894 and ED 068 410. (FDI)

ED 075 274

SO 005 428

Beittel, Kenneth R.

A Case Methodology for the Study of the Drawing Process and the Drawing Series. Final Report.

Pennsylvania State Univ., University Park.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.—BR-1-C-024

Pub Date Aug 72

Grant—OEG-3-71-0087

Note—138p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Art, *Art Expression, Cognitive Processes, Creative Art, *Creative Development, Creativity, *Expressionism, *Freehand Drawing, Methods Research, Perception, Thought Processes

This study asks: What methodologies permit one to describe and analyze the drawing process and series of artist in a manner cognitively adequate and close to the artist's imaginative

consciousness? It assumes that: 1) art is an ultimate realm of man's experience; 2) it includes artistic causality, idiosyncratic meaning, and intentional symbolization; 3) it is a unitless psychic phenomenon of the artist's stream of consciousness; 4) the researcher must be close to the creating stream of consciousness; and 5) this demands a special participant observer role. The data are based on collections of artists' extended drawing series. Knowledge of their construction comes from shared histories stimulated by time-lapse records of drawing processes. The synthesized information is the basis for exploration of modes of description and analysis. The emphasis is on qualitative description of the case as an idiographic history, not as a type. The world view and method is contextualism. The study explores 1) presentational modes close to the artist's stream of consciousness and 2) historical and interpretive modes twice removed from the creating stream of consciousness. It ends with a summary and critique of the delineated modes. (Author)

ED 075 275

SO 005 436

Hunt, David E.

Learning Styles and Teaching Strategies.

Pub Date Nov 72

Note—25p.; Paper presented at National Council for the Social Studies, Boston, Massachusetts, November 21, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Development, Educational Environment, Environmental Influences, *Grouping (Instructional Purposes), Grouping Procedures, *Learning Characteristics, Learning Processes, Matched Groups, *Models, Student Characteristics, Student Needs, Teacher Characteristics, *Teaching Techniques

Teachers use a variety of teaching strategies or models so that a range of educational environments will be available to meet the variety of student needs. A model for matching these teaching strategies to students in terms of their learning style is described and its construct validity is discussed. Principles of matching according to variation in conceptual level form the basis for this model. Coordination of teaching strategies with this conceptual level matching model requires that techniques be described in terms of their degree of structure. Problems in the implementation of this plan are noted and educational arrangements which are best suited to meet specific student needs are discussed. It is concluded that the student's learning style is only one of many characteristics which can be matched to variation in educational approach. (SHM)

ED 075 276

SO 005 438

Chesler, Mark Fox, Robert

Role-Playing Methods in the Classroom.

Science Research Associates, Inc., Chicago, Ill.

Pub Date 66

Note—88p.

Available from—Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611 (\$1.72)

Document Not Available from EDRS.

Descriptors—Case Studies, *Classroom Communication, Classroom Games, *Classroom Techniques, *Group Dynamics, Guides, Interaction Process Analysis, Resource Materials, *Role Playing, Social Relations, Sociodrama, *Teaching Methods

This book, one of three Teacher Resource Booklets on Classroom Social Relations and Learning developed at the Center for Research on Utilization of Scientific Knowledge at the University of Michigan, discusses the theoretical background of role playing and gives a step-by-step discussion of how to use role playing in the classroom. There are sample role-playing situations; suggestions on how to get started; advice on when to be cautious; discussions of the appropriateness of role playing for children of various ages and backgrounds; and case studies of groups of teachers and students using role playing under a variety of circumstances and for a variety of reasons. It also contains an appendix on Resource Materials for Role Playing; an annotated bibliography; and an Index of Questions. (FDI)

ED 075 277

SO 005 439

Kimball, Elisabeth G.

A Survey of the Teaching of History and Social Studies in Secondary Schools.

Educational Testing Service, Princeton, N.J.

Report No.—TDR-69-7

Pub Date Feb 69

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Preparation, Course Evaluation, *Educational Background, Educational Experience, Educational Opportunities, *Educational Status Comparison, *High School Curriculum, High School Students, *History, School Surveys, Secondary School Students, Social Sciences, *Social Studies, Student Evaluation

Identifiers—College Entrance Examination Board

Changes in secondary school curricula during the past ten years prompted the College Entrance Examination Board to investigate the impact of these changes on the academic preparation of college bound students. A feasibility study revealed that students could give valid accounts of their educational experiences. One of a series of eight reports, covering the various disciplines, this study surveyed juniors and seniors in schools in four geographic regions who took either the American History and Social Studies test or the European History and World Cultures test of the CEEB during 1965-66. The report is divided in three major parts: an over-all view of courses in history and the social sciences which these students had taken; what was included in these courses and how, in brief, some of them were taught; and what was the preparation of the students in the areas covered by the tests. Analyzed are periods of time covered, supplementary reading materials, grade level of course offerings, required courses, world areas studied, textbook use, and assignments. A followup in 1970 or 1975 is suggested for comparison and to facilitate the evaluation of the impact of changes and new materials. Tables are provided and an appendix details the design and administration of the survey. (JMB)

ED 075 278

SO 005 440

Secondary Education, Social Structure and Development in Latin America.

United Nations Economic and Social Council, New York, N.Y.

Pub Date 25 Nov 71

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Education, Developing Nations, Economic Development, *Educational Development, *Educational Needs, Educational Programs, Educational Status Comparison, Manpower Utilization, Political Power, *Secondary Education, Social Change

Identifiers—*Latin America

This work is an attempt to analyze the development of education, particularly secondary education, in order to identify the special features of educational structure in Latin America. The educational systems are examined within the following contexts: Literacy Training; Educational Levels (which considers the question of access to formal education); Comparison with European Societies in the Past; Comparison with Present-day European Societies; Performance of Educational Systems; Education, Urbanization, and Income; and Education and Social Structure. The concepts, changes and expansion of secondary education are discussed. The conclusions suggest that education should not be prolonged above the requirements of the economic system of a country, that funds needed to insure primary education for the whole population should not be expended on unneeded secondary education, that upward social mobility is unbalanced when secondary education is provided to more individuals than can be absorbed by the economy. The capacity of political systems to absorb citizens demanding participation is considered: the expansion of education could contribute to social change and economic development which would alter the character of a political system. (JMB)

ED 075 279

SO 005 459

Interim Report—Summer Institute.

Cooperative College-School Science Program, College Park, Md.

Pub Date 72

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, Inservice Teacher Education, Program Descriptions, Projects, *Social Studies, *Summer Institutes, *Teacher Education

Identifiers—High School Geography Project, HSGP, Sociological Resources For the Social Studies, SRSS

The report describes the summer institute of the cooperative College-School Science Program, Prince George's County/University of Maryland, which met from June 21 to July 28, 1972 in Riverdale, Maryland. Participants consisted of twenty-five teachers who were enrolled for six hour credits from the University of Maryland. The overall objectives of the program were to increase teacher capabilities and to incorporate selected concepts and methodologies from two national projects with the social studies courses of the Prince George's County secondary schools. The institute focused on two phases, the first being familiarization of the materials and teaching strategies associated with the High School Geography Project (HSGP) and the Sociological Resources for the Social Studies (SRSS). The second phase concerned development of projects integrating materials and teaching strategies of the two curriculum projects into the local curriculum. Activities consisted of peer teaching of selected activities of the HSGP and SRSS, a retreat, work periods, and cluster/level meetings. Two release time personnel will be working with the participants during the academic year. A list of individual and/or team projects which focused on integration and adaptation is provided. (SJM)

ED 075 280 SO 005 460

Early Indians Use Jones Valley. (Reading for "The South: Birmingham Case Study and the South as a Region". Grade Five (Unit IV) Project Social Studies.)

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date [68]

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Area Studies, Community Change, Elementary Grades, *Factual Reading, *Geographic Regions, Grade 5, History Instruction, *Social Studies, United States History

Identifiers—Birmingham, *Projected Social Studies

Readings designed to accompany Unit IV, (ED 069 562) which is intended for fifth grade students, describe the Birmingham region from 1812 to 1872. Nine themes in the study illustrate settlement in the valley, early growth in Birmingham, and the changing use of the area in terms of different perceptions of natural resources. Technical advancement such as railroads and river development and new processes for making coke and steel are emphasized. A primary material, an excerpt from a Mississippi paper, which describes Birmingham in 1872 concludes the readings. Related documents are ED 061 134; ED 062 226; ED 062 227; ED 069 562 through ED 069 568; SO 002 734; and SO 002 740. (SJM)

ED 075 281 SO 005 464

Sapone, Carmelo V.

CURMIS. Curriculum Management Information System (and) Prospectus of a Design to Assist a High School Staff in the Evaluation of Its Program.

Madison Public Schools, Wis. Dept. of Curriculum Development.

Pub Date 13 Nov 72

Note—29p.; Paper presented at the Supervisors Conference, Annual Meeting, National Council for the Social Studies (Boston, Massachusetts, November, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Action Research, Curriculum Evaluation, Educational Planning, *Educational Research, Management Development, *Management Information Systems, *Models, Program Effectiveness, Secondary Grades, Speeches, Systems Approach
CURMIS (Curriculum Management Information System) is a conceptual system, the framework of which is designed to identify and reveal relationships among complex related interacting phenomena. This paper is a description of the system which will centralize and make conveniently available information needed for developing and monitoring instructional pro-

grams. Emphasis is placed on the long range objectives of providing pertinent data in the following areas: 1) Curriculum and Instruction (PPBES, cost control and cost benefits; testing programs; organizational structure; and human relations programs); 2) Textbook Operation (acquisition and control); and 3) Research and Evaluation. Description of the four stages in implementing this curriculum management system is included. A Prospectus of a design to assist the James Madison Memorial High School in Madison, Wisconsin, in the evaluation of its program outlines one model by which high school and curriculum department personnel can team to conduct program evaluations. (SHM)

ED 075 282 SO 005 465

Simmons, Dale D. And Others

Humanistic Worldmindedness and Peace Proposal Preferences in Pacifist, ROTC, and Random Student Samples.

Pub Date [71]

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, Conflict Resolution, Higher Education, *Humanization, *Peace, *Political Attitudes, *Student Attitudes, *War, World Affairs
Identifiers—*Worldmindedness

Assuming that pacifist and ROTC allegiances are associated with differing basic orientations toward mankind and differing preferences for resolution of international conflict, the Worldmindedness Scale and the peace proposal preference procedures (developed by cooperating participants in the international survey "Images of the Year 2000") were administered to: 1) military (R.O.T.C.), 2) avowedly pacifist, and 3) "neutral" sample groups of the U.S. college students. Although polarity in beliefs was expected, it failed to emerge, and, instead, there was merely a difference in scale position. The pacifist students emerged as distinctly worldminded and tended to favor a socio-psychological control of aggression while the ROTC students were neutral toward worldmindedness and emphasized organization solutions toward aggression. However, a remarkably high level of agreement between groups was found regarding ways to achieve peace, the differences being matters of focus. The relationship of worldminded attitudes to peace proposal preferences suggests that the preference for direct control of aggression at the interpersonal and international levels is the minority orientation in the world today, mainstream peacethinking being primarily organizational in nature. (Author/SJM)

ED 075 283 SO 005 466

Heitzmann, William Ray

Content Through Methodology.

Pub Date 21 Jun 72

Note—9p.; Paper presented at the Annual Convention, National Council for the Social Studies, Boston, Massachusetts, November 21, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographic Citations, Educational Improvement, *Educational Needs, Educational Objectives, *Relevance (Education), *Social Change, *Social Studies, Speeches, Teaching Techniques

This conference paper focuses attention on the rapid expansion of knowledge and the implications of this expansion for social studies teaching. In directing teaching to all students it is suggested that the approach be one which structures instruction so that the learner acquires key concepts, key generalizations and a knowledge of the historical development and structure of the discipline that he is studying. Some possible objectives for social studies instruction which emphasizes process rather than product are included. (SHM)

ED 075 284 SO 005 467

Oswald, James M.

A World Curriculum for United States Schools.

Pub Date 21 Nov 72

Note—6p.; Paper presented at CUFA Section, Annual Meeting, National Council for the Social Studies, Boston, Massachusetts, November 21, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, *Curriculum Development, *International Education, *Social Studies, Speeches, *World Affairs

Social studies curricula should be based on a provincial-universal principle of maintaining a continuous interaction between the local community and the world community. It is suggested here that those who are already doing this can contribute by offering suggestions to others trying to implement the world principle in their classrooms. Those who are not prepared to use this basis should be shown the opportunity it provides to integrate world views into provincial studies. Those who believe that it is too simple, should note that there is power in its simplicity. The provincial-universal principle can be tested by implementing the comparative-analytical approach in the social studies programs which will require defining the terms, describing the relationships, specifying examples, and reporting successes and failures in efforts to implement the model. To illustrate the point of dealing with the local and the world principle, the author offers a comparative - analytical approach toward migration of the Mormon and Boer pioneers. In conclusion, a world curriculum for U.S. students allows for analysis and reflection, synthesis and re-synthesis, and further, can produce citizens of the world and citizens of the U.S. who are insightful and knowledgeable about cultures and mankind. (SJM)

ED 075 285 SO 005 471

Braham, Mark

Natural Organization and Education.

Pub Date Mar 72

Note—19p.; Paper presented at the The International Conference on Educational Technology, Bath, England, March, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographic Citations, Course Organization, Curriculum Design, Curriculum Development, *Educational Development, Educational Planning, Educational Technology, Human Development, *Models, *Organization, Speeches, Systems Approach, Systems Concepts, *Systems Development, Teaching

In this presentation the outlines of a general systems model for education which may be of value in the areas of curriculum development, course design and teaching are offered. It is based on what is called the "Principle of Natural Organization" which is defined as follows: every form tends to articulate its elements into functional structures; every whole is derived from the internal structuring of its parts. The model defines various cycles, stages and phases of organization and periods of divergence and convergence which are suggested as normative criteria for educational programming and practice. (SHM)

ED 075 286 SO 005 472

Lauter, Paul, Comp.

Teaching About Peace Issues. A Peace Education Kit.

American Friends Service Committee, Philadelphia, Pa. Peace Literature Service.

Pub Date 65

Note—200p.

Available from—The American Friends Service Committee, 160 North 15th Street, Philadelphia, Pennsylvania (\$1.75)

Document Not Available from EDRS.

Descriptors—Conflict Resolution, Course Descriptions, Disarmament, Foreign Policy, *Foreign Relations, Human Relations, *Peace, Resource Guides, Social Studies, *War

Various aspects of peace education are dealt with in this study kit which includes papers, talks, outlines for courses, reports on seminars, conferences and discussions, plans for workshops, classes, books, programs, information on resources available, and reading lists. The resource manual is arranged under the various headings of overviews, courses in psychology, sociology, humanities and education, sciences, interdisciplinary courses, public or adult education courses, total program for peace study, recent professional periodical references and follow up report. The scope is broad and covers areas relating to peace education such as international relations, disarmament, social problems, conflict, non-violence, culture, war prevention, ethics, world problems, world peace, world politics and law. (SJM)

ED 075 287

SO 005 474

Joseph, A., Ed.

Indian Educational Material. Annotated Quarterly Bibliography. Volume 6, Number 4, (Period Covered October-December 1971).

Indian National Scientific Documentation Centre, Delhi.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Dec 71

Note—93p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Annotated Bibliographies, *Comparative Education, Educational Administration, Educational Development, Educational Practice, Educational Problems, Educational Research, Educational Strategies, Evaluation Methods, *Foreign Countries, Indexes (Locators), *Public Education, Teacher Education, Teaching Methods, Vocational Education, Womens Education

Identifiers—*India

One hundred and sixty-five abstracts of articles appearing in periodicals and newspapers comprise this quarterly publication of annotated bibliographies on the subject of education in India. Some of the many topics covered by the documents include organization, curriculum and methods, educational psychology and sociology, academic achievement, teacher education, teaching methods, vocational and technical education, and women's and workers' education. Many of the studies covered are empirical. In addition, a special section is devoted to basic education. Author entries are arranged alphabetically under subject. Related documents are ED 041 683, ED 043 437, ED 049 989, and ED 067 334, and SO 005 322. (SJM)

ED 075 288

SO 005 476

Political Legitimacy and Revolution.

Denver Univ., Colo. Center for Teaching International Relations.

Pub Date [71]

Note—3p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Civil Rights, Instructional Materials, *Political Attitudes, *Political Power, *Political Science, Political Socialization, *Power Structure, *Revolution, Secondary Grades, Social Studies

Identifiers—*Political Legitimacy

The brief article, intended for use as thought provoking instructional material for secondary students, focuses on the concept of political legitimacy and how it relates to revolution. The objective is to help students recognize that to be legitimate is to have society's approval. For example, the government of each nation within its own political culture is considered legitimate when the public's attitude toward the nation is positive. The public holds attitudes toward the process of selecting officials, certain obligations which the government has to its populace, guarantee of rights, and provision of goods and services. Although sometimes failing to provide output expected by the populace, the government still exists because, in many cases, effective political socialization tends to keep a government legitimate during periods of crisis. In conclusion, to remain legitimate, a government needs to reflect the values of its people. Three discussion questions follow the article. (SJM)

ED 075 289

SO 005 477

"Revolution" and "Intervention." A Bibliography for Classroom Use.

Denver Univ., Colo. Center for Teaching International Relations.

Pub Date [70]

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Foreign Relations, *International Education, *Revolution, Secondary Grades, *Social Studies, World Affairs

Over four hundred books and articles published between 1917 and 1970 dealing with aspects of international revolution and intervention are listed in this bibliography for use in secondary social studies classrooms. The bibliography is divided into two major parts by types of materials with each of the two sections arranged geographically by countries around the world. The majority of entries deal with headline countries where international violence has taken place, such as Biafra, Cuba, the Dominican Republic, and

others. Periodical articles are enumerated in the first half of the bibliography, and books in the second half. (Descriptive annotations accompany the book citations). The bibliography contains complete citations with prices included for books. [The first half of the bibliography may reproduce poorly.] (SJM)

ED 075 290

SO 005 479

Dochterman, Clifford L. Beshoar, Barron B.

Directions to Better Education.

Improving State Leadership in Education, Denver, Colo.

Pub Date 70

Note—37p.; Based on the publication, "Emerging State Responsibilities For Education"

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Accountability, *Educational Change, *Educational Improvement, *Educational Needs, Educational Objectives, Educational Planning, Educational Policy, Educational Problems, Educational Quality, *Educational Responsibility, Interagency Cooperation, Leadership, Social Change, *State Departments of Education

The educational system of the 60's and early 70's is not adequate to solve present problems, correct failures of traditional education, or meet new challenges. This monograph offers directions toward better education to meet future needs of the nation. Educational problems such as unequal opportunities, undefined goals, inadequately prepared teachers, and confidence gaps exist. Although the primary responsibility for educational improvement rests with the citizens of each state, the state education agency has a major leadership role, in cooperation with local school systems, other educational institutions and organizations, other state agencies, the legislature, the governor, and federal education agencies. The state education agency can help establish goals and policies, needed changes, determine priorities, and assist with implementation, evaluation, and accountability. The listed directions in which most state education agencies are moving are new and desirable. Citizens and their public officials need to join with educators at all levels to make fundamental improvements essential to meet the rapidly changing needs of society. A related document is ED 047 409. (SJM)

ED 075 291

SO 005 480

Hunkins, Francis P.

Accountability in Social Studies—A Questioning View.

Pub Date Nov 72

Note—11p.; Paper presented at the CUFA section, National Council for the Social Studies Convention, Boston, Massachusetts, November, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Accountability, School Responsibility, *Social Studies, Speeches

In this paper the author questions whether teachers should be held accountable in social studies. Accountability is viewed by the majority of educators as having its own merit due in part, perhaps, to recent emphasis placed on behavioral objectives and the way in which these objectives allow for performance measurement. Care must be taken that what is measured is not meaningless information. However, the more relevant educational perceptions, skills, understandings, and conclusions emphasized in the new social studies are difficult to put into behavioral objective terms. It is advocated that educators be held accountable for their actions, rather than the actions of others. Teacher accountability should relate primarily to the skills or process dimension of social studies, to arranging the necessary environment, and providing meaningful social studies topics from which students can make selections. When educators are held accountable for student actions, the thinking and actions of students become controlled to produce manageable, measurable behavior essentially at odds with the new social studies. In conclusion, the student, rather than the teacher, needs to be accountable for knowledge, skills, attitudes gained from the encounters planned by the teacher. (SJM)

ED 075 292

SO 005 483

Feely, Ted M., Jr.

An Analysis of Inquiry in the Social Studies.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date 17 May 72

Grant—OEG-0-70-2028(725)

Note—14p.; Paper presented at conference on Aspects of the New Social Studies, Michigan State University, East Lansing, Michigan, May 18-19, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conceptual Schemes, Conference Reports, Discovery Processes, Educational Research, *Inquiry Training, Learning Theories, *Social Studies, Student Experience, Student Motivation, Teacher Influence, Teaching Techniques

An investigation of the function of the term "inquiry" in the field of social studies is made in this conference paper. Inquiry as an activity of student investigation is examined. The distinction is made between student-centered and scholarly-based inquiry in social studies classes. Two perspectives are discussed—inquiry as a process and inquiry as described in terms of the meanings, conceptual structures, or understandings which the inquirer brings to and takes from his encounters with the data of experience. The author concludes his discussion with his definition of inquiry teaching as any and all teaching activities directed toward securing student inquiry. (SHM)

ED 075 293

SO 005 484

Franis, Robert W.

Teaching Economics in Elementary Schools: Comparing Program vs. Non-Program Students and the Effect of Teacher Acquaintance with Instructional Materials.

Chicago Univ., Ill. Industrial Relations Center.

Spons Agency—Mott (C.S.) Foundation, Flint, Mich.

Pub Date 70

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Research, *Economic Education, Educational Testing, Elementary Grades, Grade 6, Program Effectiveness, Research Projects, *Social Studies, Socioeconomic Status, Statistical Data, Teacher Characteristics, Tests

Identifiers—*Elementary Economics Project

There is a growing awareness of the need to include economics as a subject in the elementary school curriculum. This research project directed by the Industrial Relations Center of The University of Chicago demonstrates that variable economic understanding in students occurs at each socioeconomic status (SES) level. Included in the study is an investigation of the effect of teacher acquaintance with the materials on student learning of the economics program. The chosen program of study, Economic Man, focuses on the economic concept of exchange. Testing instruments are described and results of the tests of economic understanding are included. Conclusions are drawn as to the effectiveness of the program and the correlation of learning with teacher acquaintance with the materials. A related document is ED 064 186. (SHM)

ED 075 294

SO 005 487

Progress of Education in the Asian Region. Statistical Supplement.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date 72

Note—187p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bibliographies, *Comparative Education, Developing Nations, *Educational Development, Educational Finance, Educational Trends, Enrollment, Illiteracy, Instructional Staff, Population Trends, Statistical Data

Identifiers—*Asia

This work is a supplement to an earlier work entitled, "Progress of Education in the Asian Region: A Statistical Review", (ED 035 490) which contained statistical data up to 1967. This supplement presents statistical data up to 1969 for regional aggregates and up to 1970 for individual countries in some cases. As in the Review, the regional aggregates in the Supplement refer to countries which were participating in the Karachi Plan for universal compulsory education, namely: Afghanistan, Burma, Ceylon, Republic of China, India, Indonesia, Iran, Khmer Republic, Republic of Korea, Laos, Malaysia, Mongolia, Nepal, Pakistan, Philippines, Singapore, Thailand and Republic of Viet-Nam. Data relating to Japan are included in the statistical tables for the individual countries. The data, gathered from official na-

tional publications, give statistical information on population, illiteracy, enrollment, educational attainment, educational expenditures and teaching staff. A bibliography of publications on educational statistics for the Asian region concludes the report. (FDI)

ED 075 295

SO 005 488

Troutman, Benjamin I., Jr.

Using Non-Participant Observation in Curriculum Assessment: A Case Example.

Pub Date Nov 72

Note—12p.; Paper presented at National Council of Social Studies Annual Meeting (Boston, Massachusetts, November, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographic Citations, Case Studies, *Classroom Observation Techniques, *Curriculum Evaluation, Educational Anthropology, *Educational Research, Ethnic Relations, Interaction Process Analysis, Secondary Grades

In this paper a rationale for the use of non-participant observation in curriculum development is presented. An assessment of the University of Georgia Anthropology Curriculum Project's Race, Caste, and Prejudice (RCP) provides a case example of the use of this qualitative model in educational research. The researcher's assessment of RCP focuses on the category of classroom interactions—the sensitivity of students to material and situation, and class ethnic composition. It is concluded that information collected on interactions among pupils, teachers, materials and environment collected through qualitative research techniques renders practical and utilitarian value to educators. (SHM)

ED 075 296

SO 005 489

The Newsletter of the National World of Work Economics Education Project.

Colorado State Univ., Ft. Collins. Center for Economic Education; Joint Council on Economic Education, New York, N.Y.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 72

Note—4p.

Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Career Planning, *Economic Education, *Economics, *Newsletters, Program Descriptions, Projects, Secondary Education

Identifiers—World of Work Economic Education Project, WOWEE

The semi-annual newsletter allows for dissemination of current information of the World-of-Work Economic Education Project (WOWEE) which will provide a basis for career planning by junior and senior high students. Intended for teachers and other educators, the newsletter typically includes details about upcoming conferences, meetings, and workshops; available materials; staff announcements; notes of interest; publications; and general announcements concerning the project. In this first issue the lead article describes the effort of the two-year national project conducted by the Joint Council of Economic Education in cooperation with the Colorado State University Center for Economic Education and includes information on objectives and funding. Other articles explain career education goals; suggest approaching the study of the economic system from the standpoint of a human resource; discuss content and purposes of the projects toward helping youth; name staff; and list basic reading reference materials related to the World of Work Project. A regular feature of the newsletter will be "School Talk" in which educators describe their experiences with the program. Those interested in receiving the free newsletter should get on the mailing list. (SJM)

ED 075 297

SO 005 490

Feely, Ted, Jr.

Conceptual Analysis in Social Studies Research.

Pub Date Nov 72

Note—11p.; Prepared for the Annual Meeting of the National Council for the Social Studies (Boston, Massachusetts, November, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Concept Formation, *Definitions, Educational Needs, *Social Studies, Speeches

Identifiers—*Conceptual Analysis

The major assumption in this paper is that in order to improve social studies education, concepts and terminology must be clear and rigorous. Addressing three major points, the monograph discusses the types of situations calling for conceptual analysis, the definition of conceptual analysis, and aids for those interested in conceptual analysis. Conceptual analysis is called for when key concepts employed are either vague and/or ambiguous. Secondly, clarification of key terms is at the basis of sound research. The analysis of a concept is an act of investigation that focuses upon the use of language, and more specifically, upon the meanings which are implied in the use of language. Suggestions for those pursuing conceptual analysis are to locate a resource person skilled in the clarification of educational concepts and to do reading on one's own. A brief annotated bibliography of books that provide insights into what conceptual analysis is along with insights into techniques and procedures concludes the paper. (Author/SJM)

ED 075 298

SO 005 491

Teaching Notes on Population.

Council for Intercultural Studies and Programs, New York, N.Y.; New York State Education Dept., Albany. Center for International Programs and Cooperative Services.

Pub Date 72

Note—43p.

Available from—Foreign Area Materials Center, 60 East 42nd Street, New York, New York 10017 (free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Demography, Educational Strategies, Higher Education, Instructional Aids, Migration, Newsletters, *Population Education, *Population Trends, Resource Guides, Teaching Methods, Undergraduate Study, World Problems

This newsletter is designed to serve as a clearinghouse for the exchange of ideas and information on new strategies of teaching and instructional resources about population in colleges and universities. The first article discusses some of the contemporary problems faced in teaching population studies to undergraduates. The second article outlines a strategy for introducing aspects of migration analysis to students, while the third selection is a review article that examines textbooks on population from the teacher's perspective. The issue concludes with information on a variety of instructional resources, together with some assessment of their value in classroom situations. (FDI)

ED 075 299

SO 005 492

Intercultural Studies Information Service. Volume 1, Number 2.

New York State Education Dept., Albany.

Foreign Area Materials Center.

Spons Agency—Council for Intercultural Studies and Programs, New York, N.Y.

Pub Date Dec 72

Note—19p.

Available from—Foreign Area Materials Center, 60 East 42nd Street, New York, New York 10017 (\$20.00/year-non-members)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cross Cultural Studies, Educational Innovation, Educational Trends, Federal Aid, Federal Legislation, *Intercultural Programs, *International Education, *Newsletters, *Social Studies

Published nine times a year, the newsletter keeps educators who are interested in international education abreast of programs, publications, future meetings, Federal legislation and appropriations, and notes of interest concerning intercultural studies. This issue includes: 1) brief discussions of timely topics and new programs in international studies; 2) a status report on Federal legislation and international studies for 1972; 3) information on opportunities for students to have special study experiences in intercultural studies; 4) announcement of future meetings and conferences; 5) a listing of grants and deadline dates for faculty fellowships and research; and 6) a summary of Federal appropriations for international studies in fiscal year 1973. Those interested in receiving the free newsletter should get on the mailing list. (SJM)

ED 075 300

SO 005 494

[Management by Objectives Program.]

South Dakota State Dept. of Public Instruction, Pierre.

Pub Date [72]

Note—91p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activities, Administrative Organization, Administrative Personnel, Administrator Evaluation, *Educational Administration, Estimated Costs, Guidelines, *Management Development, Management Systems, *Objectives, Operations Research, Planning, Professional Personnel, *State Departments of Education

Identifiers—*Management by Objectives, South Dakota

This booklet is a compilation of management objectives for all units and professional staff members in the South Dakota Department of Public Instruction. Prepared by each professional employee in the department, the objectives seek to define priorities, to define key elements of each job, to establish limits on the employees' total time and responsibilities, to determine budget and the allocation of time and budget toward objectives, and to define the employees' personal development needs. Organized in chart form, the results of this Management by Objectives (MBO) Program include for each staff member a list of specific objectives, the activities designed to accomplish the objectives and a list of accomplishment measures together with estimated time needed for completion of the objectives and estimated costs. (SHM)

ED 075 301

SO 005 528

Sealey, D. Bruce

Designing Culturally Sensitive Curriculum Materials for Canadian Schools. Indian-Metis.

Pub Date 1 Dec 72

Note—12p.; Paper presented at the American Anthropological Association Annual Meeting (Toronto, Canada, December, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indian Culture, *Cross Cultural Studies, Cultural Education, *Curriculum Development, Curriculum Enrichment, *Educational Anthropology, Elementary Grades, Ethnic Studies, Human Relations, Multimedia Instruction, Projects, *Social Studies, Teaching Techniques

Identifiers—Canada, Metis, *Project Canada West

The Indian-Metis project to develop a multimedia kit of social studies curriculum materials is based upon an integrated anthropological framework. All kinds of materials and theoretical positions are brought together and bear upon the education of children in the age range of eleven to thirteen. This project, amid negative reactions of teachers to the development of yet another study kit on Indians, offers a teaching approach which gives the affective domain of learning an equal role with the cognitive domain. Designed to lead children into investigating native cultures of Western Canada through materials relating to history, geography, archaeology, language, arts and crafts, music, food, economics and mathematics, this program has as its goal the development of cultural sensitivity. A related document is ED 055 016. (SHM)

ED 075 302

SO 005 532

Hare, James M.

Annotated/Categorized Bibliography of Social Science Journals.

Millersville State Coll., Pa. Ganser Library.

Pub Date Dec 72

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Anthropology, Area Studies, Economics, Geography, History, *Periodicals, Political Science, *Social Sciences, Sociology

This annotated bibliography lists four-hundred and twenty-six social science journals and periodicals. It was designed for social studies/social science students, faculty, and scholars interested in keeping up in their field. All social science disciplines, which include anthropology, economics, geography, history, political science, and sociology, are represented, with the exception of psychology. In addition, journals concerned with area studies and other topics are included. Selection criteria were based upon including all social science journals written exclusively in English subscribed to by Millersville State College. Classified by subject, journals are grouped according to: 1) a general category (for journals general in scope); 2) area studies (for journals concerned with specific countries); 3) various topics (that include journals under car-

tography, Chicanos, civil liberties, demography, folklore, international affairs, law, social studies education and urban studies; and 4) specific social science categories. Title entries provide information on publisher, number of issues per year, and a one sentence descriptive annotation. (SJM)

ED 075 303 SO 005 535

Audio Visual Based Indian Resource Unit.
Minneapolis Public Schools, Minn. Task Force on Ethnic Studies.

Spons Agency—Minnesota State Dept. of Education, St. Paul.

Pub Date 72

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indian Culture, *American Indians, *Audiovisual Aids, Elementary Grades, *Ethnic Studies, Reservations (Indian), Resource Units, Secondary Grades, *Social Studies Units, Tribes

Identifiers—Minnesota
The Indian Resource unit, a project of the Minneapolis Public Schools funded under a grant from Title III E.S.E.A., designed for upper elementary and/or secondary students, provides sound-filmstrip presentations of Minnesota Indian people so that teachers and students may develop a more relevant understanding of the Indian-American way of life. Objectives of the AVBIRU materials are to assist the teacher and learner in: creating positive portrayals of Indian Americans, eliminating stereotypes and negative images of the native Americans, examining the reasons or causes for existing conditions within contemporary Indian-American societies, and identifying special formal educational needs of Indian young people. The major portion contains nine units built around audio-visual resources. For each unit information is provided on the designated grade level, scope, topics of discussion, and suggestions for questions, class projects, and further study. The second half of the manual provides teacher and student background summaries of the history and culture of Minnesota reservations. Other documents from the Task Force are SO 005 534 through SO 005 551. (Author/SJM)

ED 075 304 SO 005 539

American Ethnic Groups: A Selected Bibliography.

Minneapolis Public Schools, Minn. Task Force on Ethnic Studies.

Pub Date 14 Nov 72

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Culture, Bibliographies, Cultural Interrelationships, *Ethnic Groups, *Ethnic Studies, Immigrants, *Minority Groups, Political Socialization, *Social Studies, Sociocultural Patterns

This bibliography provides a survey of selective, recent literature on American ethnic groups. Emphasis is on the immigrant experience, political and social development, and contemporary rediscovery and resurgence. The majority of the literature in this last category is popular and journalistic but does provide a beginning to understanding recent developments. Some effort is made to include notable writings on individual ethnic groups. Each entry contains the following information: author, title, place of publication, publisher, and date. Related documents are SO 005 534 through SO 005 551. (FDI)

ED 075 305 SO 005 540

Johnson, Viola And Others

Multi-Ethnic Micro-Units.

Minneapolis Public Schools, Minn. Task Force on Minority Cultures.

Pub Date 69

Note—108p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—African American Studies, Civil Liberties, Cultural Awareness, Cultural Background, *Cultural Education, Democracy, Elementary Grades, *Ethnic Studies, Grade 4, Grade 5, Human Relations, Immigrants, Inquiry Training, *Minority Groups, Resource Guides, Slavery, *Social Studies Units, Teaching Guides
These micro-units of instruction are designed to teach fourth and fifth grade students the multi-ethnic heritage of America. They emphasize the free and open acquisition of knowledge through the inquiry method. Multiple sources are used in each unit and the range of difficulty should enable the student to show progress in skill develop-

ment as well as content knowledge. The units included in this work are: 1) American Mosaic; 2) Immigrants All; 3) Human Rights; 4) Who is a Patriot; 5) The Myth of the Negro Slave; 6) Americans All; 7) What is a Democracy?; 8) Afro-American Contributions; 9) Ideas for Expansion. Each unit is outlined in terms of concept, generalization, behavioral goals, and teaching procedures. A bibliography is included at the end of each unit. Other documents from the Task Force are SO 005 534 through SO 005 551. (FDI)

ED 075 306 SO 005 543

Gurnoe, Katherine

Songs of the Sun Dance.

Minneapolis Public Schools, Minn. Task Force on Minority Cultures.

Pub Date 25 Jun 71

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indian Culture, *American Indians, Cultural Education, Ethnology, Social Studies, Tape Recordings

This paper is an explanation of the music of nine ceremonies of the Sioux Indians that are recorded on tape in the Library of Congress. The purpose and description of the ceremonies are given here, as well as an explanation of who is singing the songs, and when they were recorded. Some of the songs included are for the Sun Dance, Braves Dance, Cutting of the Pole for the Sun Dance, and the Opening Prayer of the Sun Dance. There are several other documents about the American Indian in this series. They are: SO 005 548, SO 005 549, and SO 005 545. (OPH)

ED 075 307 SO 005 547

[The Minnesota Story, American Indian Legends.]

Minneapolis Public Schools, Minn. Task Force on Minority Cultures.

Pub Date 5 Apr 71

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indian Culture, *American Indians, Folk Culture, *Legends, Reading Materials, *Tales, Tribes

Identifiers—Minnesota

This student booklet, one of a series of readings on minority cultures, contains nine Indian folktales. Stories included are: Minnesota is Minabozho's Land, about the way Minnesota was formed; How We Got the Rainbow; How the Birds Came to Have Their Many Colors; The Story of Coyote and Moradawingwa (Earth Wanderer); The Four Winds, A Sioux legend, The Great Circle, a legend of the Dakota tribe; and several Legends of the Pipestone Quarry, from the Dakota tribe. There are also pages for students to color and a bibliography for teacher use. Other units about the American Indian in this series are: SO 005 534, SO 005 548, SO 005 545. (OPH)

ED 075 308 SO 005 549

Olson, Avera

The Original Americans. An Experimental Teaching Unit.

Minneapolis Public Schools, Minn. Task Force on Minority Cultures.

Pub Date [69]

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indian Culture, *American Indians, Cultural Education, Ethnology, Secondary Grades, *Social Studies, Teaching Guides, Tribes

There are five objectives included in this experimental teaching guide on the American Indian. They are to help the student: realize the divergence of culture among the Indian tribes; recognize the value of Indian culture to the survival of the European in a new land; be aware of the customs and commodities which we use and enjoy from our Indian heritage; understand that many of the "Indian Wars" were caused by misunderstanding between two cultures; and to become more familiar with some of the great leaders of the Indian nations. For each objective a list of activities, an outline of content, and a list of sources are given. A partially annotated bibliography of fiction and nonfiction sources concludes the document. SO 005 548 and SO 005 551 are documents in the series that also deal with the American Indian. (OPH)

ED 075 309 SO 005 553

Righter, Roderic E. Mitchell, Edna

Teaching About North America.

Pub Date Nov 72

Note—47p.; Paper presented at the Annual Meeting, National Council for the Social Studies, Boston, Massachusetts, November 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Studies, *Area Studies, *Comparative Analysis, Concept Teaching, Elementary Grades, Grade 5, Guidelines, Interdisciplinary Approach, Resource Guides, Social Studies, *Social Studies Units, Speeches, Teaching Guides, *Urban Studies
Identifiers—Detroit, Montreal, *North America

The social studies guideline offers a plan for teaching about North America to fifth grade students. The objective of the unit is to teach about North America as a system rather than as two sub-sections of the land mass. A new comparative approach is offered involving the pairing of population centers both large and small from various sections of the land mass. Such comparisons show the sameness of people yet show different cultural heritages and living styles. Population centers and their comparative study also lend themselves to an interdisciplinary and conceptual approach in the social studies. The exemplary unit, open-ended so that additions can be made by individuals using it, specifically compares Detroit with Montreal. Outlines are included on major objectives, central concepts, knowledge and information, habits and skills to be achieved, values and appreciations of two cities, approach and introduction, content, selection of materials, important outcomes, culminating activities, and evaluation. The major portion of the document includes three appendices: A) Background information on Detroit containing history and a description as it is today; B) Current Bibliography of Children's Books and Trade Books on Canada and the United States; and C) A Description of Montreal. (Author)

ED 075 310 SO 005 556

Dougall, Lucy

War. Peace. Film Guide.

World Without War Publications, Chicago, Ill.

Pub Date 73

Note—127p.

Available from—World Without War Publications, 7245 South Merrill, Chicago, Illinois 60649 (\$1.50, 10 copies or more 40% off)

EDRS Price MF-\$0.65 HC Not Available from EDRS

Descriptors—*Annotated Bibliographies, Audiovisual Aids, Bibliographies, Disarmament, *Films, *International Education, International Law, *Peace, Resource Guides, Social Change, Social Studies, *War

The revised and expanded film guide designed for educators includes annotations of over 200 films, plus a large number of program resources for intelligent film use. Selected from over five hundred films previewed from 1969, up-to-date films were chosen that would help interpret the causes of war, increase awareness of the dehumanizing effects of war, or suggest alternatives to war as the means of resolving international conflict. The films are arranged by subject categories that cover such areas as international law, non-violent social change, world development and world community, armaments and disarmament and international organizations, the social and psychological roots of war, conscience and war, area studies and democratic processes. A variety of program aids, useful to high school and college teachers, include suggestions for planning film programs, model discussion guide and study units, a list of resources, and selected background readings. In addition, a film and book bibliography on peace is provided for elementary children. Annotations give detailed information on date of film, length of time to run, director, producer, and a brief summary of film. Feature and recommended films are identified, and all films are cross indexed by title. (SJM)

ED 075 311 SO 005 615

Barron, Frank

An Eye More Fantastical: Frank Barron. Research Monograph No. 3.

National Art Education Association, Washington, D.C.

Report No—Res-Mono-3

Pub Date 67

Note—17p.

Available from—National Art Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Creative Development, *Creativity, *Creativity Research, Intelligence, Originality, Theories

In this monograph, the author presents a thesis that a genuine, pervasive innocence of perception underlies mature productive originality, and that it is based upon progression from the sense of awe and wonder and the natural spontaneity of childhood into integrated adult functioning with fine command of ways and means acquired through discipline and technique. An overview of major findings resulting from previous researchers at the Institute of Personality Assessment and Research on highly creative persons serve as the base for theory. In a study of creative architects, findings show that for certain activities a specific minimum I.Q. is probably necessary to engage in the activity, but that beyond the minimum, creativity is uncorrelated with I.Q. Moreover, other research findings suggest that it is a function of style or modes of experiencing that mark the highly creative person. Three stylistic variables of highly creative persons are that they are more perceptually oriented, intuitive, and are able to discern and to prefer more complexity in whatever it is that they attend to. To conclude, "In the creative adult, the child remains fully alive." (Author/SJM)

ED 075 312

SO 005 623

Man in Society.

Ontario Inst. for Studies in Education, Toronto.
Pub Date [69]

Note—83p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Behavior, Cognitive Objectives, *Cultural Education, Cultural Factors, Identification (Psychological), Secondary Grades, *Self Concept, Social Attitudes, Social Behavior, Social Problems, Social Studies, *Social Studies Units, *Sociocultural Patterns, Teaching Guides, *Values
Identifiers—Canada

The activities and experiences suggested in this guideline are organized into units of work, or topics, which are sequences designed to last for some weeks. The units are intended to add to the secondary school program certain fields of instruction that are important to the development of today's students. The guide is in three sections. The first, "Man: The Maker and Product of Culture," directs the students' attention to the distinctively human capacity for symbolic expression. Culture is seen as a relatively stable design for living and encompassing shared social values, a shared system of behavioral norms, and a common technology. The second, "Man: The Social Action," examines the "self" as a product of symbolic interaction, with culturally defined expectations organized about the performance of "roles". In the third, "Man: The Builder of Social Structures," man is seen as a participant in relationships, groupings, and social systems that have an intelligible structure which can neither be reduced to nor derived from a study of the behavior of individual actors. Teacher innovation is encouraged in usage of the units to achieve the objectives. The rationale, suggested activities, and emergent themes are given for each topic. A bibliography of Canadian learning materials, listing books, articles, films, and reference texts for teachers, is included. (JMB)

ED 075 313

SO 005 625

McCall, Jim And Others

Orchestra, Junior. Course Number: Music: 5601.
Dade County Public Schools, Miami, Fla.
Pub Date 71

Note—11p.; Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Perception, Behavioral Objectives, Course Content, Curriculum Guides, Musical Instruments, *Music Education, Music Techniques, *Orchestras, Resource Guides, Secondary Grades, Skill Development
Identifiers—*Quinmester Program

This guide includes a description of a Junior Orchestra class, part of the Quinmester Program. Sections in the guide are: a course description; enrollment guidelines; course of study objectives (which includes musicianship and performance requirement suggestions); content (discussing lo-

gistics, tone, pitch, articulation, dynamics and notation); and procedures, strategies and learning activities (which gives suggestions on choosing music for developing musicianship and technique in the young student). A short list of pupil resources and teacher resources concludes the document. ED 061 237 is related. (OPH)

ED 075 314

SO 005 637

Education and the Environment. Report of a Multi-state Conference, November 8-10, 1971, Annapolis, Maryland.

Maryland State Dept. of Education, Baltimore.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 8 Nov 71

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, Curriculum Planning, *Environmental Education, Humanities, *Interdisciplinary Approach, Science Education, Social Sciences, *State Boards of Education

With assumptions in mind that the environment has emerged as a legitimate concern of our nation's schools, and that environmental education is interdisciplinary, the Maryland State Department of Education held a meeting for representatives from various parts of the country concerning the possibility of connecting education and the environment. Teams of specialists from eight states met for 3 days with consultants from the National Science Foundation, the Office of Education, and the National Education Association. Before the conference began each state submitted a brief report of what it had done concerning environmental education. During the sessions participants were asked to respond to 3 major objectives by identifying: 1) the contribution of subject areas to a comprehensive program of environmental education; 2) the contribution of interrelated approaches to environmental education; and 3) new strategies of implementation and sources of funding for comprehensive environmental education programs. Responses to these objectives constitute the bulk of the report. Abbreviated versions of each state's report, and a list of conference participants are included. (Author/OPH)

ED 075 315

SO 005 646

Horsley, Kathryn And Others

Environment and Population. A Sourcebook for Teachers.

National Education Association, Washington, D.C.

Pub Date 72

Note—111p.

Available from—National Education Association, 1201 Sixteenth Street, Washington, D.C. 20036 (Stock No. 381-12016 \$3.75 paper; Stock No. 381-12018 \$5.25, cloth)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Activity Units, Concept Teaching, *Demography, Ecology, *Environmental Education, Family Life, Health Education, Interdisciplinary Approach, Local Issues, Population Distribution, *Population Education, *Population Growth, Population Trends, Resource Guides, Secondary Grades, Social Studies

The primary objective of this sourcebook is to help the teacher relate causes and consequences of population change to other social and environmental issues already being explored in the classroom. Sources suggested here are for use as supplementary material to be integrated into existing curricula. Divided into main sections that cover Contemporary Issues, Family Life, Health, History or Social Studies, Science, and Sociology, each chapter is also divided by concepts, and contains supportive discussion, suggested activities, references, recommended readings, and a list of relevant films. All of the chapters except two, Contemporary Issues and Sociology, are divided into Level I (most appropriate for students in grades 7-9), and Level II (geared more to the interests and abilities of high school students). (Author/OPH)

ED 075 316

SO 005 653

Standifer, James A. Reeder, Barbara

Source Book of African and Afro-American Materials for Music Educators.

Music Educators National Conference, Washington, D.C. Contemporary Music Project.

Pub Date 72

Note—147p.

Available from—Contemporary Music Project, Music Educators National Conference, 1201 Sixteenth Street, N. W. Washington, D. C. 20036 (\$3.50)

Document Not Available from EDRS.

Descriptors—*African American Studies, *African Culture, Annotated Bibliographies, Bibliographies, Cultural Awareness, Jazz, Learning Activities, *Music, Musical Composition, Musicians, Negro Achievement, Negro Culture, Resource Guides

This Sourcebook can serve as a much needed resource in strengthening the study of African and Afro-American music, an area of specialization that has been neglected in most traditional study programs. The work is divided into two major parts, and 2 appendices. African Music, Part I, contains a bibliography of books about Africa, music, musical instruments, dance, art, and those for elementary grades, articles on music and dance, a list of additional materials including tapes, films and filmstrips, a discography of available and discontinued recordings, and a list of classroom learning activity experiences. Part II, Afro-American Music, provides a bibliography organized in much the same way as the first except that it also contains citations of Afro-American artists with the selected discography, and has a list of concert music by Black Americans as well as a list of composers, instrumentalists, and singers. This work contains both annotated and non-annotated entries. Appendices A & B include lists of Black Musicians and general reference books and materials. (OPH)

ED 075 317

SO 005 661

Dale, John Richmond

The Effects on Achievement of Using the Forced Inferential Response Mode in an Intermediate Grade Population-Geography Unit.

Georgia Univ., Athens. Geography Curriculum Project.

Pub Date 72

Note—140p.; Ed.D. Dissertation; University of Georgia

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, Achievement Tests, Curriculum Evaluation, *Curriculum Research, Doctoral Theses, *Geography Instruction, Human Geography, Instructional Materials, Intermediate Grades, *Learning Theories, *Population Education, Population Trends, *Response Mode, Social Studies Units, Teaching Techniques

Identifiers—*Geography Curriculum Project, Inferential Response Mode

This study describes and evaluates an intermediate grade self-instructional unit in population geography organized according to the Forced Inferential Response Mode (FIRM) method of presentation. This mode of presentation is compared with a conventional narrative mode supplemented with graphics. The study indicates no statistically significant difference in pupil achievement on the criterion post-test when both modes are compared. Six chapters comprise the study: 1) Background to the Study; 2) Review of the Literature; 3) Development of Materials Used in the Study; 4) Procedures and Methodologies; 5) Findings and Discussions of the Findings; and 6) Summary, Conclusions and Implications of Further Research. Ten appendices, including a bibliography, are included in the work. (FDI)

ED 075 318

SO 005 686

Country Education Profiles: Afghanistan

International Bureau of Education, Geneva (Switzerland).

Pub Date Jun 72

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Comparative Education, Demography, *Educational Administration, *Educational Policy, Educational Practice, *Educational Programs, Elementary Education, Foreign Countries, General Education, Higher Education, Secondary Education, Statistical Data, Teacher Education
Identifiers—*Afghanistan, UNESCO

This profile on Afghanistan is the first in a series of profiles prepared by the Cooperative Education Abstracting Service (CEAS) to be issued in alphabetical order over a two year period. The collected profiles will constitute a concise guide to national education systems throughout the world and will provide points of reference from which to study CEAS abstracts of national policy

documents pertaining to any particular country. Each country Education Profile, consisting of approximately 9 to 15 pages, will have three main components: a descriptive text, essential statistics, and organizational diagrams. The brief profile on Afghanistan provides basic background information on educational principles of administration, structure and organization, curricula, and teacher training. Statistics provided by the Unesco Office of Statistics show enrollment at all levels, from preprimary to adult; number of teachers; population by age groups; public expenditure on education; educational indicators by subject (level enrollment ratios, maximum age specific enrollment ratio, enrollment in natural and applied sciences at the third level, and public expenditure on education as a percentage of budget and GNP). Related documents are SO 005 687 through SO 005 695. (JMB)

ED 075 319 SO 005 687

Country Education Profiles: Albania.
International Bureau of Education, Geneva (Switzerland).

Pub Date Jun 72

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Comparative Education, Demography, *Educational Administration, *Educational Policy, Educational Practice, *Educational Programs, Elementary Education, Foreign Countries, General Education, Higher Education, Secondary Education, Statistical Data, Teacher Education

Identifiers—*Albania, UNESCO

One of a series of profiles prepared by the Cooperative Educational Abstracting Service, this brief outline provides basic background information on educational principles, system of administration, structure and organization, curricula, and teacher training in Albania. Statistics provided by the Unesco Office of Statistics show enrollment at all levels, from preprimary to adult; number of teachers, including those staffing evening and correspondence courses; population by age groups; public expenditure on education; educational indicators by subject (level enrollment ratio, enrollment in natural and applied sciences at the third level, third level graduates per 10,000 inhabitants ages 20-24, and adult illiteracy rate). An organizational chart of the Ministry of Education and Culture is included. For a description on the general nature of the Country Education Profiles, and for a list of related documents see SO 005 686. (JMB)

ED 075 320 SO 005 688

Country Education Profiles: Algeria.
International Bureau of Education, Geneva (Switzerland).

Pub Date Jun 72

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Comparative Education, Demography, *Educational Administration, *Educational Policy, Educational Practice, *Educational Programs, Elementary Education, Foreign Countries, General Education, Higher Education, Secondary Education, Statistical Data, Teacher Education

Identifiers—*Algeria, UNESCO

One of a series of profiles prepared by the Cooperative Educational Abstracting Service, this brief outline provides basic background information on educational principles, system of administration, structure and organization, curricula, and teacher training in Algeria. Statistics provided by the Unesco Office of Statistics show enrollment at all levels, from primary to adult; number of teachers for each level; population by age groups; public expenditure on education; educational indicators by subject (level enrollment ratios, maximum age specific enrollment ratio, enrollment in natural and applied sciences at the third level, public expenditure on education as a percentage of budget and as a percentage of the GNP, and the adult illiteracy rate). A diagram of the organization of the Ministry of Education is included. For a description on the general nature of the Country Education Profiles, and for a list of related documents see SO 005 686. (JMB)

ED 075 321 SO 005 689

Country Education Profiles: Australia, and Australia-Territories (Papua, New Guinea and Norfolk Island).

International Bureau of Education, Geneva (Switzerland).

Pub Date Jun 72

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Comparative Education, Demography, *Educational Administration, *Educational Policy, Educational Practice, *Educational Programs, Elementary Education, Foreign Countries, General Education, Higher Education, Secondary Education, Statistical Data, Teacher Education

Identifiers—*Australia, UNESCO

One of a series of profiles prepared by the Cooperative Educational Abstracting Service, this brief outline provides basic background information on educational principles, system of administration, structure and organization, curricula, and teacher training in Australia and Australian Territories (Papua, New Guinea and Norfolk Island). Statistics provided by the Unesco Office of Statistics show population and inhabitants per square mile; enrollment at all levels; teachers at all levels; population by age groups; public expenditure on education; educational indicators by subject (level enrollment ratios, maximum age specific enrollment ratio, enrollment in natural and applied sciences at the third level, third level graduates per ten thousand inhabitants aged 20 to 24, expenditure as a percentage of budget and of GNP percentage of adult population with no schooling). A chart showing the administrative pattern of two states is included. For a description on the general nature of the Country Education Profiles, and for a list of related documents see SO 005 686. (JMB)

ED 075 322 SO 005 690

Country Education Profiles: Austria.
International Bureau of Education, Geneva (Switzerland).

Pub Date Jun 72

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Comparative Education, Demography, *Educational Administration, *Educational Policy, Educational Practice, *Educational Programs, Elementary Education, Foreign Countries, General Education, Higher Education, Secondary Education, Statistical Data, Teacher Education

Identifiers—*Austria, UNESCO

One of a series of profiles prepared by the Cooperative Educational Abstracting Service, this brief outline provides basic background information on educational principles, system of administration, structure and organization, curricula, and teacher training in Austria. Statistics provided by the Unesco Office of Statistics show the countries' population per square mile; the enrollment at each level; teachers at each level; population by age groups; public expenditure on education; and educational indicators by subject (level enrollment ratios, maximum age specific enrollment ratio, enrollment in natural and applied sciences at the third level, public expenditure on education as a percentage of budget and of GNP). The organization chart of the Federal Minister of Education and the Ministry of Education and the Ministry divisions is included. For a description on the general nature of the Country Education Profiles, and for a list of related documents see SO 005 686. (JMB)

ED 075 323 SO 005 691

Country Education Profiles: Bahrain.
International Bureau of Education, Geneva (Switzerland).

Pub Date Jun 72

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Comparative Education, Demography, *Educational Administration, *Educational Policy, Educational Practice, *Educational Programs, Elementary Education, Foreign Countries, General Education, Higher Education, Secondary Education, Statistical Data, Teacher Education

Identifiers—*Bahrain, UNESCO

One of a series of profiles prepared by the Cooperative Educational Abstracting Service, this brief outline provides basic background information on educational principles, system of administration, structure and organization, curricula, and teacher training in Bahrain. Statistics provided by the Unesco Office of Statistics show enrollment at all levels, from preprimary to adult; number of teachers, including vocational education at the secondary level; population by age groups; public expenditure on education; and educational in-

dicators by subject (level enrollment ratios, education at the third level and the enrollment in natural and applied sciences, third level graduates, public expenditure as a percentage of budget and of GNP, and the adult illiteracy rate). The organization chart under the Minister of Education is included. For a description on the general nature of the Country Education Profiles, and for a list of related documents see SO 005 686. (JMB)

ED 075 324 SO 005 692

Country Education Profiles: Belgium.
International Bureau of Education, Geneva (Switzerland).

Pub Date Jun 72

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Comparative Education, Demography, *Educational Administration, *Educational Policy, Educational Practice, *Educational Programs, Elementary Education, Foreign Countries, General Education, Higher Education, Secondary Education, Statistical Data, Teacher Education

Identifiers—*Belgium, UNESCO

One of a series of profiles prepared by the Cooperative Educational Abstracting Service, this brief outline provides basic background information on educational principles, system of administration, structure and organization, curricula, and teacher training in Belgium. Statistics provided by the Unesco Office of Statistics show enrollment at all levels, from preprimary to adult; number of teachers; population by age groups; public expenditure on education; educational indicators by subject (level enrollment ratios, maximum age specific enrollment ratio, enrollment in natural and applied sciences at the third level, public expenditure on education as a percentage of budget and of GNP, and the adult illiteracy rate). For a description on the general nature of the Country Education Profiles, and for a list of related documents see SO 005 686. (JMB)

ED 075 325 SO 005 693

Country Education Profiles: Botswana.
International Bureau of Education, Geneva (Switzerland).

Pub Date Jun 72

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Comparative Education, Demography, *Educational Administration, *Educational Policy, Educational Practice, *Educational Programs, Elementary Education, Foreign Countries, General Education, Higher Education, Secondary Education, Statistical Data, Teacher Education

Identifiers—*Botswana, UNESCO

One of a series of profiles prepared by the Cooperative Educational Abstracting Service, this brief outline provides basic background information on educational principles, system of administration, structure and organization, curricula, and teacher training in Botswana. Statistics provided by the Unesco Office of Statistics show the countries' population; enrollment at all levels, from preprimary to adult; number of teachers; population by age groups; public expenditure on education; educational indicators by subject (level enrollment ratios, maximum age specific enrollment ratio, enrollment in natural and applied sciences at the third level, public expenditure on education as a percentage of budget and of GNP, and the adult illiteracy rate). For a description on the general nature of the Country Education Profiles, and for a list of related documents see SO 005 686. (JMB)

ED 075 326 SO 005 694

Country Education Profiles: Bulgaria.
International Bureau of Education, Geneva (Switzerland).

Pub Date Jun 72

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Comparative Education, Demography, *Educational Administration, *Educational Policy, Educational Practice, *Educational Programs, Elementary Education, Foreign Countries, General Education, Higher Education, Secondary Education, Statistical Data, Teacher Education

Identifiers—*Bulgaria, UNESCO

One of a series of profiles prepared by the Cooperative Educational Abstracting Service, this

brief outline provides basic background information on educational principles, system of administration, structure and organization, curricula, and teacher training in Bulgaria. Statistics provided by the Unesco Office of Statistics show enrollment at all levels, from preprimary to adult; number of teachers; population by age groups; public expenditure on education; educational indicators by subject (level enrollment ratios, maximum age specific enrollment ratio, enrollment in natural and applied sciences at the third level, public expenditure on education as a percentage of budget and of GNP, and the adult illiteracy rate). For a description on the general nature of the Country Education Profiles, and for a list of related documents see SO 005 686. (JMB)

ED 075 327 SO 005 695

Country Education Profiles: Burundi.

International Bureau of Education, Geneva (Switzerland).

Pub Date Jun 72

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Comparative Education, Demography, *Educational Administration, *Educational Policy, Educational Practice, *Educational Programs, Elementary Education, Foreign Countries, General Education, Higher Education, Secondary Education, Statistical Data, Teacher Education

Identifiers—Burundi, UNESCO

One of a series of profiles prepared by the Cooperative Educational Abstracting Service, this brief outline provides basic background information on educational principles, system of administration, structure and organization, general secondary education, teacher training, social education, and technical and vocational education in Burundi. Statistics provided by the Unesco Office of Statistics show enrollment at all levels, from preprimary to adult; number of teachers; population by age groups; public expenditure on education; educational indicators by subject (level enrollment ratios, maximum age specific enrollment ratio, enrollment in natural and applied sciences at the third level, public expenditure on education as a percentage of budget and of GNP, and the adult illiteracy rate). Included is an organization chart of the office of the Minister of Education. For a description on the general nature of the Country Education Profiles, and for a list of related documents see SO 005 686. (JMB)

ED 075 328 SO 005 798

Major New Movements in Elementary School Education. Report on a One-Day Statewide Demonstration-Workshop.

New York State Education Dept., Albany, Bureau of Music Education.

Pub Date 72

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographic Citations, Elementary Grades, Inservice Teacher Education, *Music, *Music Education, Music Teachers, *Teacher Workshops, Teaching Methods

Identifiers—Kodaly (Zoltan), Orff (Carl), Suzuki (Shinichi)

This publication is a report of a one-day workshop sponsored by the Division of Humanities and the Arts, devoted to Shinichi Susuki, Carl Orff, and Zoltan Kodaly. These three musicians shared a common interest—desire to develop more effective approaches in teaching music to children. As an introduction, the teaching philosophy and method of each are discussed. Student demonstrations of the three methods were part of the workshops, and subsequent questions were addressed to a panel. There are diagrams to clarify explanations. A short bibliography follows each section. (Author/OPH)

ED 075 329 SO 005 846

Research and Publications in New York State History 1971-72.

New York State Education Dept., Albany, Office of State History.

Pub Date 72

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Area Studies, *Bibliographies, Research Projects, Research Reviews (Publications), *United States History

Identifiers—*New York, State History

This is the fourth annual edition of a compilation which started twenty years ago as a listing of reported work in progress and was published in the summer issues of "New York History". Titles of works completed and published were added in 1969. This present list includes citations of articles, books, pamphlets and theses reported for the period May 1, 1971 through April 30, 1972. The publication, which includes 479 titles and topics, is divided into sections on: architecture and the arts; biography; cities, towns and counties (except in New York City); New York City; economic life; education; government and politics; military affairs; religion and churches; Indians; statewide and miscellaneous studies; publishers of books and periodicals cited. A related document is ED 044 345. (Author/OPH)

ED 075 330 SO 005 889

Thayer, Lee And Others

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 1. Final Report.

Iowa Univ., Iowa City. Center for the Advanced Study of Communication.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Div. of Practice Improvement.

Pub Date Jan 73

Contract—OEC-0-72-0243(519)

Note—96p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communications, Educational Needs, *Information Dissemination, *Information Utilization, Public Education, Research, *Use Studies

The overall purpose of this study (comprised in volumes 1 through 8) was to provide the National Center for Educational Communication and others with similar functions conceptual-theoretical tools for dissemination and utilization of knowledge. Varied methods included reviewing related literature, consulting theorists in this problem area, writing research memoranda, and trying out promising ideas. Findings show that there is little direct use by practitioners of the vast banks of educational research findings. Volume 1 of the report sets forth the conclusions and recommendations to emerge from substantive inquiry into the nature of the problem of knowledge utilization in education. The first part of the document offers a summary statement toward a reconceptualization of knowledge utilization in education. Program strategy recommendations for action within institutionalized education and policy recommendations for agencies like NCEC to devote more attention to provide learning opportunities outside institutionalized education are offered. Also included in this volume are critiques of two scholars who offer their reactions to the report and recommendations. Related documents are ED 061 468, and SO 005 889 through SO 005 896. (Author/SJM)

ED 075 331 SO 005 890

Hardt, Hanno Trapp, Mary

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 2. Special Investigation 1. Knowledge Utilization in a Democratic Society: Education Through Commercial Television. Final Report.

Iowa Univ., Iowa City. Center for the Advanced Study of Communication.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Div. of Practice Improvement.

Pub Date 1 Aug 72

Contract—OEC-0-72-0243(519)

Note—111p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bibliographies, *Commercial Television, Democracy, Educational Development, Educational Needs, *Equal Education, *Information Dissemination, *Information Utilization, *Mass Media, Research

Supporting general recommendations of the main body of the study contained in SO 005 889, this report suggests ways of approaching a reconceptualization of knowledge utilization in education at the policy making level. Since education is viewed as a life long process, there is need to establish and maintain a mass media system (especially television broadcasting in its commercial and noncommercial forms) that utilizes in the development of its programs the kinds of knowledge that are crucial for the survival of society as a whole. Dangers of a technological

bias may hinder rather than advance the cause of education if there is not a concern for individual human development and recognition of the potential needs of all members of society. It is recommended that the U.S. Office of Education consider questions of mass communication development, use and regulation as integral parts of the larger question of equal access to and opportunity for equal education. Nine sections are provided on The Historical Framework, Current European Developments, Mass Media and Education, The Educational Nature of TV, Political Control of TV, the Underlying Philosophy, Improving the System, Suggestions for Further Studies, and Notes and References. Appendices include a discussion paper on the British Utilization of Educational Television by John L. Huffman and a working bibliography. For related documents see SO 005 889. (Author/SJM)

ED 075 332 SO 005 891

Thayer, Lee And Others

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 3. Final Report of Pilot Studies. Final Report.

Iowa Univ., Iowa City. Center for the Advanced Study of Communication.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Div. of Practice Improvement.

Pub Date Jan 73

Contract—OEC-0-72-0243(519)

Note—134p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Audiovisual Communication, *Communications, *Information Dissemination, Information Systems, Information Theory, *Information Utilization, *Pilot Projects, Program Descriptions

Identifiers—Educational Resources Information Center

Final Reports of nine project studies emphasizing knowledge utilization in education are comprised in this volume. Descriptions, rationale, conclusions, notes and references, and summaries are given for each of the specific projects and dealing with: 1) awareness and knowledge utilization (emphasis was placed on the Educational Resources Information Center (ERIC) system, its services, and products); and with development of 2) a film prototype; 3) a prototype of an instructional package to improve student and teacher communication competencies; 4) educational "news" audio tape cassettes; 5) a magazine for educators; 6) film loops containing new information designed for an informal environment; 7) a learning game prototype; 8) a "natural" history of ideas approach to knowledge utilization; and 9) a commercial or Public Broadcasting System television experiment. Related documents are ED 061 468, and SO 005 889 through SO 005 896. (SJM)

ED 075 333 SO 005 892

Thayer, Lee And Others

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 4. Research Memoranda. Final Report.

Iowa Univ., Iowa City. Center for the Advanced Study of Communication.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Div. of Practice Improvement.

Pub Date Jan 73

Contract—OEC-0-72-0243(519)

Note—130p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Communications, *Information Dissemination, Information Systems, *Information Theory, *Information Utilization, Literature Reviews, Research

The remaining volumes of the final report (4-8) all contain research memoranda written in the form of essays by research staff and theorists with expertise. The essays deal with operational strategies and philosophical and theoretical considerations of the dissemination and utilization of knowledge. Volume four includes six research memoranda. Research memorandum number one, by Lee Thayer, provides a brief overview of the study. In the second and third memorandum some thoughts and questions on information systems in the Office of Education and on the Puritan desire to control are given by Tom Deats. Hanno Hardt, in the fourth memorandum, views the impact of technology on knowledge utilization in Western Europe, focusing on the develop-

ment of education and democracy as social, cultural, and political concepts in technology-oriented societies. Lee Thayer discusses in detail some philosophical and theoretical considerations underlying the Center's work on communication, knowledge utilization, and the educational enterprise in the fifth memorandum. The final memorandum in this volume, written by Robert E. Skenes, reviews literature pertaining to teachers' communicative characteristics. Related documents are ED 061 468, and SO 005 889 through SO 005 896. (Author/SJM)

ED 075 334 SO 005 893

Thayer, Lee And Others

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 5. Research Memoranda. Final Report.

Iowa Univ., Iowa City. Center for the Advanced Study of Communication.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Div. of Practice Improvement.

Pub Date Jan 73

Contract—OEC-0-72-0243(519)

Note—120p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Communications, Democracy, Educational History, *Information Dissemination, Information Systems, *Information Theory, *Information Utilization, Public Education

Volume five continues with research memoranda numbers seven, eight and nine. (The general nature of the memoranda and related documents are described in SO 005 892). Research Memorandum #7, "Knowledge Utilization in Education: A Review of Significant Theories and Research," by Mary Trapp provides a background sketch of theories and research specifically about knowledge utilization in the public education system in the United States. The paper defines the problem, presents significant theoretical approaches, discusses research, presents pertinent media theory and research, and places the Center's study in the context of existing theories of knowledge utilization. Research Memorandum #8, "U.S. Education: A Look at Social, Political, and Economic Constraints Accommodated by Democracy for the Teacher" by Ed McLuskie, offers the thesis that practiced democracy is historically a major source of social, political, and economic constraints for the teacher in the formal U.S. education enterprise. Major constraints are explained in terms of sheer numbering, standardized materials, State Boards of Education, Local School Boards, Community and Peer Social pressures, and teacher education. The last memorandum in this volume, "Essays on Communication and Education" by Tom Deats, discusses topics concerning developing human relationships; facilitating learning through simulation, and educators and information systems. (Author/SJM)

ED 075 335 SO 005 894

Thayer, Lee And Others

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 6. Research Memoranda. Final Report.

Iowa Univ., Iowa City. Center for the Advanced Study of Communication.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Div. of Practice Improvement.

Pub Date Jan 73

Contract—OEC-0-72-0243(519)

Note—112p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Communications, Educational Demand, *Information Dissemination, *Information Theory, *Information Utilization, Mass Media, Research, Technology

Research memoranda numbers 10 through 14 are included in this 6th volume. (The general nature of the memoranda and related documents are described in SO 005 892). The Research Memoranda essays are: #10 "On the Meaning of Demand for Knowledge" by Bent Stidsen; #11 "On Knowledge Utilization in Education: Some Strategic Explorations by Lee Thayer; #12 "Mass Culture and Mass Education: A Review of Potential Mass Media Uses Under Varying Social, Political, and Cultural Conditions" by Hanno Hardt; #13 "What is knowledge that it can be used? (An Educational Inquiry)" by Marc Belth; and #14 "The Imple-

cations of Technics in Education" by Elizabeth S. Conley. (Author/SJM)

ED 075 336 SO 005 895

Thayer, Lee And Others

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 7. Research Memoranda. Final Report.

Iowa Univ., Iowa City. Center for the Advanced Study of Communication.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Div. of Practice Improvement.

Pub Date Jan 73

Contract—OEC-0-72-0243(519)

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adoption (Ideas), *Communication Problems, *Communications, *Educational Innovation, Information Dissemination, *Information Utilization, Problem Solving, Research Utilization, *Use Studies

Two Research Memoranda, numbers 15 and 16, are contained in this volume. (The general nature of the memoranda are described and related documents listed in SO 005 892). The first essay by Daniel E. Costello, entitled "Communication, Knowledge and the Educator as a Problem-Namer", views the problem of knowledge formation and utilization within education systems as resting on problem-naming and problem solving capabilities of individuals within the system. How these capabilities are developed in and through communication is explored. In the second report, Robert B. Miller discusses "The Gulf Between Research and Practice in Education", examining conservatism and public attitudes toward innovation and the adoption of ideas, problems in research content and communication, the process of research and development, and identifying various components to help bridge the gap between research and practice in education. (Author/SJM)

ED 075 337 SO 005 896

Thayer, Lee And Others

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 8. Research Memoranda. Final Report.

Iowa Univ., Iowa City. Center for the Advanced Study of Communication.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Div. of Practice Improvement.

Pub Date Jan 73

Contract—OEC-0-72-0243(519)

Note—130p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Communications, Creativity, Decision Making, Educational Innovation, *Information Dissemination, Information Sources, Information Systems, *Information Theory, *Information Utilization, Literature Reviews, Systems Approach, *Use Studies

Memoranda 17 through 21 are included in Volume 8. (The general nature of the memorandum and related documents are described in SO 005 892). Daniel E. Costello offers a selective review of the literature relating to educational decision processes. Tom Deats provides an essay on reflections and comparisons of knowledge utilization in education studies and in pilot study #1. The paper briefly discusses generic conceptual differences and similarities in "problem naming" between pilot study #1 and other studies dealing with information utilization. Next, C. W. Churchman explores statistical methodology of information systems and illustrates the bad fit of traditional evaluation techniques to operational strategies. The memorandum paper by Herbert Menzel, provides a framework for examining the role of communicational channels in the propagation of innovations, calling attention to the diversity of communication institutions that are available for innovation messages, discussing their differentiating characteristics, and considering the relative importance of these channel characteristics changes in the course of time. Lastly, Malcolm S. MacLean, Jr. examines creativity and knowledge utilization. (Author/SJM)

ED 075 338 SO 005 909

Rosen, Seymour M., Ed.

International/Intercultural Education Reports. Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date Apr 73

Note—115p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Education, *Career Education, *Comparative Education, Educational Trends, *Intercultural Programs, *International Education, International Programs, Prevocational Education, Secondary Education, Teacher Education, Technical Education, Vocational Aptitude, Vocational Education

"International/Intercultural Education Reports"

represents an experimental effort by the Office of Education Institute of International Studies to share with professionals some recent information, ideas, and resources in three areas of international/intercultural education that are otherwise insufficiently provided for in ongoing reports or publications programs: 1) Educational experience and perspectives from other countries relevant to program priorities in the Education Division of DHEW; 2) concepts, programs and developments concerning the intercultural dimension in general education in the United States; and, 3) foreign views of American education. In this volume, the focus is on the current Federal priority of career education. It is hoped that this collection of articles, which report on selected foreign initiatives and practices, may offer insights to U.S. planners in the field. The fourteen articles do not attempt to provide full analyses of these activities, but rather are intended to alert concerned American specialists about experiences in Sweden, France, Pakistan, and the U.S.S.R., and elsewhere. The articles draw heavily on foreign sources and are well-documented with references that provide useful starting points for any further analysis. (Author/OPH)

SP

ED 075 339 SP 004 475

The Meaning of Accountability: A Working Paper.

National Education Association, Washington, D.

C. National Commission on Teacher Education and Professional Standards.

Pub Date Nov 70

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Responsibility, Performance Criteria, School Environment, Student Evaluation, Teacher Evaluation, *Teacher Responsibility, Teaching Conditions

Accountability in teaching and learning means assuring that each student develops as near as possible to his full potential the knowledge, skills, and interpersonal behaviors that the community and the school accept as goals. Many people both in and out of the teaching profession are aware of the complex conditions required if the profession is to be accountable. To secure such conditions, teachers must have the major voice in deciding those matters that relate directly to teaching. Even then there must be recognition that the outcomes of education are dependent on many factors, some not wholly controlled by educators. The definition of accountability includes many dimensions and will require refinement. Questions remain regarding performance criteria and performance contracting; criteria for evaluation of teaching ability or learning products; and questions of responsibility not only for basic reading and arithmetic skills but also for interpersonal behavioral skills, a broad range of subject matter content, and wholesome attitudes and values. Accountability needs to be considered in the broad context of accountability under what conditions, by whom, to whom, for what actions and outcomes, and to what degree and over what period of time. (JS)

ED 075 340 SP 006 010

Rubin, David

The Rights of Teachers. The Basic ACLU Guide to a Teacher's Constitutional Rights. An American Civil Liberties Union Handbook.

American Civil Liberties Union, New York, N.Y.

Pub Date 72

Note—173p.

Available from—Avon Books, 959 Eighth Avenue, New York, New York 10019 (\$95)

Document Not Available from EDRS.

Descriptors—*Academic Freedom, *Civil Liberties, *Freedom of Speech, *Teacher Dismissal

The book offers a basic guide to teacher's constitutional rights. Using a question and answer format, it details the freedom to teach, to lead

one's private life, to select mode of dress and grooming; the freedom of religion, of speech, and association outside the classroom; and the freedom from arbitrary or discriminatory action by school officials. Also, the book includes a chapter on the constitutional protection of procedural rights. A selected bibliography is included. (JB)

ED 075 341 SP 006 019

Rector, Douglas And Others
A Field Test of the Effectiveness of One of the Utah State University Protocol Training Materials, In An Inservice Workshop Setting.
State Univ. of New York, Fredonia. Teacher Education Research Center.
Pub Date Nov 72

Note—8p.; Paper presented at the Annual Convention of the Northeastern Educational Research Association in a Symposium on Innovative Teacher Education Model (Boston, Massachusetts, November 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Graduate Study, *Laboratory Training, *Microteaching, Motivation Techniques, *Peer Teaching, *Protocol Materials

The teaching protocol Encouragement, which emphasizes simple verbal praise, specific praise, and the use of student ideas for motivational reinforcement, was selected for testing. The protocol was tested in a 2-week graduate workshop to determine the extent to which a group of experienced teachers could, upon completion of the protocol training module, demonstrate the skills and behaviors emphasized in a peer-microteaching lesson. The protocol was given during a 1-day period in the workshop. On the day prior, a pretest teaching session was taped, recording the subjects teaching a short lesson. Pre- and posttest behaviors were categorized according to conventions developed at the Far West Laboratory. Results indicate that this group of teachers was able to demonstrate the acquired use of the three encouragement skills stressed in the protocol to a significant degree in a microteaching peer-teaching demonstration lesson. (Two tables of data are given.) (Author/JB)

ED 075 342 SP 006 034

Barnes, Fred P.
Research for the Practitioner in Education.
National Association of Elementary School Principals, Washington, D.C.
Pub Date 72
Note—148p.

Available from—National Association for Elementary School Principals, 1801 N. Moore Street, Arlington, Va. 22209 (\$5.00 paper, \$6.50 cloth single copies)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Control Groups, Literature Guides, *Research Criteria, *Research Design, *Research Methodology, *Research Problems, *Statistical Analysis, Statistical Data, Test Interpretation

This book is designated for an audience of the practitioners of education, especially those located in elementary schools. It is designed to investigate and explain research methods, terms, and concepts so that the reader can narrow down the many ways things are known or said to be known. Included in this book are chapters on the research process in general, problems and hypotheses, variables and probability, statistical tests, analyses, and statistics and the research literature. (JA)

ED 075 343 SP 006 045

Lawson, Robert F.
Discrimination and Integration in the Foundations of Education.

Pub Date May 72
Note—12p.; Paper presented at the Conference of the Learned Societies in Canada, McGill University, May, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Needs, *Educational Objectives, *Educational Philosophy, *Foundations of Education, *Opinions

This paper reviews the basis and organizational rationale for Foundations of Education courses. Instructional objectives for Foundations courses are included. The unity and effectiveness of Foundations fields are studied in light of the viability of integrated work and study in the Foundations. (MJM)

ED 075 344

Harley, John K.

The Group Experience in Schools. (A Preliminary View for English Teachers).

Pub Date May 72

Note—9p.; Paper presented at Conference of Canadian Education Associations, McGill University, May, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Research, *English Instruction, Group Discussion, *Group Experience, Self Directed Groups, *Small Group Instruction, Social Work, *Teacher Education, *Teaching Methods

This research explored the implications for a teacher in undertaking small-group work in the classroom. The two resources used were "The Practice of Group Work" by William Schwartz and "Group Work in Secondary Schools", and the "Training of Teachers in Its Methods" by Barrington Kaye and Irving Rogers. The first resource was concerned with methodological principles for social work in general and group work in particular. The second resource contained an empirical account of the practical issues involved in the secondary classroom group experience. Both resources were used in an investigation of the phases of group work, specification of the work, self-selection of groups, the teacher's role, and the group experience in teaching English. Both resources agreed on the following conclusions: a) the teacher and/or worker must be sensitive to group needs, b) the group must have a self-directed, common goal, and c) the group must be self-selected. Contrasting views of these resources involved the role of feelings and responsibilities for the teacher and/or worker in the group experience. (BRB)

ED 075 345

Bogatz, Boris E.

An Investigation of Teacher Expectancies of Instructional Materials. Research Report #2.

Oregon Univ., Eugene. Northwest Regional Special Education Instructional Materials Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Nov 70

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Changing Attitudes, *Instructional Materials, Mental Retardation, *Retarded Children, *Teacher Attitudes, Teacher Behavior, *Teacher Influence

This study investigated the possibility that a teacher's preconceived idea of the worth of an instructional material would affect the academic achievement of the students with whom the material was used. Twenty-four classes of educable retarded children were randomly assigned to one of three groups. Groups I and II were experimental; group III was the control. Teachers of groups I and II were provided with instructional materials accompanied by fictitious evaluative summaries designed to bias their opinions in a positive or negative direction. The control group teachers received no accompanying biased summaries. Analyses of students' pre- and posttest achievement scores suggested that the impression a teacher held of instructional material significantly influenced subsequent academic achievement. Results also indicated that a teacher's impression of the material was significantly influenced by the activities of Special Education Instructional Materials Centers. (Nine tables of statistical data are included.) (Author/BRB)

ED 075 346

Zabka, Robert

Specialists or Generalists as University Supervisors of Student Teachers—An Answer.

Eastern Illinois Univ., Charleston. Dept. of Student Teaching.

Pub Date [72]

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College School Cooperation, *Cooperating Teachers, *Student Teachers, *Student Teaching, *Teacher Attitudes, Teacher Evaluation, *Teacher Supervision

The Student Teaching Department of Eastern Illinois University developed a survey instrument in 1972 to assess attitudes of public school cooperating personnel regarding supervision of student teachers. Survey data consisted of 755 responses from school principals, district administrators, area supervisors, and classroom teachers.

SP 006 052

Results indicated cooperation from public school personnel mainly involved contact with special coordinators. Responses indicating the experience cooperating personnel have with both general and special supervisors, have special significance in six areas. (The informational survey is attached to the document.) (MJM)

ED 075 347

Engel, Robert E.

The Professional Training of Community College Teachers.

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, *Educational Needs, *Professional Education, *Teacher Education, Teacher Educator Education, *Teacher Qualifications

The careless training and placement of college teachers is discussed in this document. The role and professional demand placed on teachers in a comprehensive community college is more student oriented by the nature of their work. Three suggestions to incorporate the community college teachers' qualities and the qualities of the teacher in the 2- and 4-year college are presented: a) graduate students who wish to become community college teachers should be identified as early in the graduate programs as possible; b) community college teachers are often student oriented and should balance this with research in their field; and c) the candidate should be required to involve himself in two learning experiences of a professional nature—formal classroom experience and laboratory experience. (MJM)

ED 075 348

Tomorrow Is Today's Dream.

Charles County Board of Education, La Plata, Md.; Maryland State Dept. of Education, Baltimore. Div. of Compensatory, Urban, and Supplementary Programs.

Pub Date [72]

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Guidance, *Language Arts, Reading Programs, Reading Readiness, *Special Education

This pamphlet outlines the various activities of project CHILD, an educational improvement program set up by the Charles County public school system in Maryland. It presents a three-fold program stressing Language Arts, Guidance, and Special Education. Community response and involvement with Project CHILD are mentioned, as well as future plans for the program. (JB)

ED 075 349

A Catalog of Protocol Materials in Teacher Education. 1972 Revision.

Florida State Dept. of Education, Tallahassee. Div. of Elementary and Secondary Education.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date Dec 72

Note—88p.; The original catalog was prepared by George H. Kincaid

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Instruction, *Catalogs, Change Agents, *Instructional Materials, *Protocol Materials, *Teacher Education

This catalog of protocol materials was prepared under the State of Florida Department of Education. The materials listed have been developed by selected centers and institutions throughout the country. The catalog is divided into three sections. In section 1, information is provided for each set of materials which has already been developed, including name of institution, content, description of materials, coordinates of the concepts from the master coordinate system, and additional information. Section 2 contains an alphabetical-by-institution listing of the projects for the current developmental year. It contains name of institution and director, listing of proposed concepts and description of proposed materials. Section 3 contains an explanation of the master coordinate system, which is intended for classification of concepts only, not for retrieval or as an identification number system. (Author/MJM)

ED 075 350

Smith, B. Oihanel Orlosky, Donald E.

The Development of Protocol Materials. Acquiring Teacher Competencies: Reports and Studies.

SP 006 265

National Center for the Development of Training Materials in Teacher Education, Bloomington, Ind.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.

Pub Date Jan 73

Note—23p.; Report No. 3

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Instruction, *Concept Formation, *Instructional Materials, *Protocol Materials, *Teacher Education

The development of protocol materials from the standpoint of the developer is discussed in this article. Emphasis is placed on the selection of concepts, analysis of concepts, utility of concepts, and issues about the development and use of protocol materials. A three-item bibliography is included. (MJM)

ED 075 351 SP 006 266

Glissman, David Hudgins, Bryce B.

I: An Introduction to Protocol and Training Materials. II: The Portrayal of Concepts: An Issue in the Development of Protocol Materials.

National Center for the Development of Training Materials in Teacher Education, Bloomington, Ind.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.

Pub Date Sep 72

Note—27p.; Report No. 1

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Instruction, *Concept Formation, *Instructional Materials, *Program Descriptions, *Protocol Materials, *Teacher Education

An introduction to protocol and training materials is presented in part I of this document. Emphasis is placed on protocol and training materials, evaluation of outcomes, and further steps to be taken. A three-item bibliography is included. Part II develops and clarifies the topic of concept portrayal as it applies to the production of protocol materials. The analysis of concepts, didactic issues in protocol development, and four stages of episode development in the production of protocol materials are discussed. A four-item bibliography is included. (MJM)

ED 075 352 SP 006 283

Ongiri, David

American Teacher Training: A Past and Present Perspective.

Pub Date Apr 72

Note—7p.; Paper presented at Soviet-American Symposium on Education in Leningrad, U.S.S.R., April, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Programs, *Historical Reviews, *Program Content, *Program Descriptions, *Teacher Education

This paper reviews the history of American teacher training. The teacher education program provided by Pennsylvania State University, Capitol Campus is described as an example of a present-day American teacher education program. Objectives and means of implementation used at the University are described briefly. A four-item bibliography is included. (MJM)

ED 075 353 SP 006 290

Aten, Donald G.

Evaluative Data Pertaining to a Modified Teacher Education Program at the University of Hawaii: A Summary Report.

Hawaii Univ., Honolulu. Education Research and Development Center.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Dec 67

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, Educational Change, Educational Improvement, *In-service Teacher Education, *Program Descriptions, *Teacher Attitudes, *Teacher Education, *Teacher Programs

Identifiers—*Hawaii

This project, part of a 7-year Ford Foundation program, was designed to modify the teacher education program at the University of Hawaii. The research evaluated preservice and in-service teaching performance, as well as attitudinal and cognitive characteristics of teachers who had been enrolled in the modified curriculum, com-

pared with similar characteristics of teachers enrolled in the regular program. Data analysis was based on official transcripts, student teaching evaluations, the National Teacher Examination scores, and observation and assessment of graduates teaching in Hawaii. The attrition of data revealed some variation between the two groups but no marked differences. (A review of each program area and variation patterns are presented.) (MJM)

ED 075 354 SP 006 291

Bournazos, Kimon

Status Report of 1970-71 WMU Graduates Certified for Business Education Teaching.

Western Michigan Univ., Kalamazoo. Dept. of Business Education and Administrative Services.

Pub Date Mar 72

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Business Education, *College Graduates, Educational Background, Employment Opportunities, *Job Placement, *Occupational Information, *Occupational Surveys

Western Michigan University investigated 198 students who graduated in 1971 with a major or minor in business education and administrative services or certified for business education teaching. The types of variables examined through questionnaires were types of positions graduates now hold, how these positions were found, length of time required to locate positions, degree of job satisfaction, and plans and reasons for graduate study. Some of the major findings were a) 3.4 percent of the graduates are seeking employment, b) 59.2 percent are teaching, c) over 75 percent found employment within 6 months of graduation, d) 75 percent have a business education major, and e) over 90 percent received a B.S. degree and Standard Teaching Certificate. (The results for each variable are discussed and 15 tables of data are presented.) (BRB)

ED 075 355 SP 006 292

Thorpe, Jo Anne, Ed.

Selected Volleyball Articles. Sports Articles Reprint Series.

American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.

Pub Date 70

Note—144p.

Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N. W., Washington, D. C. 20036 (\$1.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Athletic Activities, *Physical Education, *Physical Recreation Programs, *Recreation, *Recreational Activities, *Womens Education

This collection of articles was selected from the 1959-1969 Division for Girls and Women's Sports "Volleyball Guides". This third edition in the American Association for Health, Physical Education, and Recreation's Sports Articles Reprint Series contains articles stressing the changes that have occurred in the sport of volleyball in the past 10 years. The booklet was designed to help the reader become informed about this fast changing game. The articles are grouped under six main headings: general; teaching and coaching; skills and drills; testing; recreation; and miscellaneous. The general articles contain information on volleyball terms, rules, and strategies. The articles on teaching and coaching provide teaching techniques and a suggested volleyball unit for the fourth grade. The next section provides the reader with information on the pass, overarm serve, and a strengthened defense. The next two sections deal with tests of skill in volleyball and the uses of the sport in recreation. The miscellaneous articles offer official rules for corecreational volleyball, a selected bibliography, a list of visual aids, and a volleyball scoresheet. (BRB)

ED 075 356 SP 006 293

Curriculum Materials 1973.

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date Mar 73

Note—86p.; ASCD Exhibit of Curriculum Materials at the 28th Annual Conference, Minneapolis, Minnesota, March 17-21, 1973

Available from—Association for Supervision and Curriculum Development, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Stock No. 17922, \$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Conference Reports, *Curriculum Development, *Curriculum Guides, *Curriculum Research, *Instructional Materials

This publication catalogs the materials received by the Curriculum Materials Committee for the Association for Supervision and Curriculum Development's 1973 annual conference. The materials referenced offer a broad representation of current curriculum materials issued throughout the nation. Materials are referenced under general curriculum development, art, business education, foreign language, guidance-counseling, health and physical education, home economics, industrial arts and vocational education, language arts, mathematics, media, music, science, social studies, and speech education. (MJM)

ED 075 357 SP 006 294

Holmes, Charles H.

On Converting a Teacher College.

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Role, Curriculum Development, *Educational Change, *General Education, Institutional Role, *Liberal Arts, *Mergers, *Organizational Change, School Role

This case study reviews the conversion of a State Teachers College that became a State College and ultimately was converted to a Liberal Arts institution. Changes are discussed according to administrative personnel, faculty, administrator role, curriculum, policy and procedures, institutional organization, and educational models. (MJM)

ED 075 358 SP 006 302

Keeler, Emmett McCall, John

Simultaneous Estimation of Teacher Mobility and Reading Scores.

Rand Corp., Santa Monica, Calif.

Pub Date Nov 72

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Faculty Mobility, *Reading Ability, *Reading Achievement, *Social Class, Teacher Employment, *Teacher Experience

Teacher mobility in San Diego schools was analyzed, using a two-stage least-squares approach. It was hypothesized that the average reading ability of students at a specific school depends on the degree of teacher movement from the school. More experienced teachers are able to move to the more attractive schools which educate the high achievers. Two consequences of this phenomenon are that reading ability is strongly and negatively related to the social class of students and teacher movement is negatively related to reading ability. Therefore, the analysis suggests that teacher turnover is a serious problem. (Statistical equations are presented along with a table of statistical data.) (Author/BRB)

ED 075 359 SP 006 307

Furbie, Jack W.

Interim Report on CETA.

Olivet Nazarene Coll., Kankakee, Ill.

Spons Agency—Kankakee Community Coll., Ill.; Kankakeeland Community Action Program, Kankakee, Ill.

Pub Date 13 Dec 72

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Continuation Education, *Dropout Prevention, Dropout Programs, Individual Instruction, *Secondary Education, *Tutorial Programs

The Continuing Education by Tutorial Assistance (CETA) program was implemented by Olivet Nazarene College and sponsored by Kankakee Community College, Kankakee, Illinois. The objective of the program was to reach black, high school students who were likely to drop out of school. Evaluation was accomplished by pairing 35 tutees with 35 nontutees. They were matched according to age, sex, socioeconomic background, grade in school, grade-point average, teacher, and high school subject. It was hypothesized that there would be no difference in achievement or affective classroom behavior between the

two groups. Each tutor participated in the CETA's three-part lesson plan. The interim conclusions from the program were a) achievement of tutored students would remain the same or increase and b) achievement of nontutored students would remain the same or decrease. Statistics were not available for the affective dimension of the study. (Four tables of statistical data are included along with the CETA Lesson Plan for Tutors.) (BRB)

ED 075 360 SP 006 309

Thornton, Robert J.
Collective Negotiations and Teachers' Salaries: A Survey of the Evidence.
Pub Date [72]
Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Collective Negotiation, *Labor Demands, Negotiation Agreements, *Public School Teachers, Salary Differentials, *Teacher Salaries, *Teacher Welfare

Three economic studies of the effects of bargaining are reviewed in relation to collective negotiations and teachers' salaries. These studies include negotiation and salaries in Michigan, negotiations and average state salaries, and negotiations and salaries in large urban systems. The conclusion indicates that salary benefits of collective negotiations have been pronounced and substantial at the local district level. (MJM)

ED 075 361 SP 006 311

Wise, Pauline K. And Others
A Cooperative Program in Teacher Education.
Old Dominion Univ., Norfolk, Va.
Pub Date Nov 71
Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication Skills, *Cooperative Programs, *Elementary Education, *Performance Based Teacher Education, Pilot Projects, *Preservice Education, *Teacher Attitudes, Team Teaching

Identifiers—*Distinguished Achievement Award Entry

An innovative program of teaching language arts, reading, and general curriculum to preservice elementary school teachers involved cooperation between Norfolk City Schools and Old Dominion University, Norfolk, Virginia. Student participation was divided thus: 26 hours spent in the elementary schools, 30 hours in seminars, and 76 hours in large-group activities. Workshops and field trips were also held. Team teaching, differentiated staffing, and small-group colloquia were the teaching techniques used in the program. Interim planning, schedule revision, and evaluation and student conferences were held weekly. Student and faculty objectives were the basis for specific implementation of the program. Evaluation of the program included a pre- and posttest on the Minnesota Teacher Attitude Inventory, a pre- and post interview, and informal appraisal of the course by students and involved faculty. Results showed an increase of desirable attitudes in students. Favorable comments on the program were made by students and faculty members. Recommendations were made for changes in the next phase of the program. (BRB)

ED 075 362 SP 006 312

Adams, Ronald D.
Western Kentucky University's Teacher Preparation Evaluation Model Phase I, Cycle I. Annual Report.

Western Kentucky Univ., Bowling Green. Office of Educational Research.
Pub Date Dec 72
Note—131p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Programs, *Evaluation, *Evaluation Criteria, *Evaluation Techniques, Models, *Program Evaluation, *Teacher Education

A teacher preparation evaluation model was developed at Western Kentucky University. A total of 18 secondary and 20 elementary student teachers participated in the study. Instrumentation and records used for data collection consisted of five general types: a questionnaire, a personality scale, rating scales, direct classroom observational systems, and transcripts of subjects' grades. Data were classified, coded, and key punched on cards for analysis. Descriptive statistics to include means, standard deviations, and frequency counts were obtained for each

variable mentioned. The report on the model will be presented to the faculty of the elementary and secondary education departments and other concerned faculty to acquaint them with project and data analysis procedures. Each department will be asked to prepare a written response to the report. (A 16-item bibliography, tables and appendixes of related research material are included.) (MJM)

ED 075 363 SP 006 315

Baptiste, H. Prentice, Jr. Beaven, Mary H.
Integrated Curriculum in Methods Courses.
Pub Date [72]

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, *Flexible Scheduling, *Methods Courses, *Methods Research, Open Plan Schools, *Preservice Education, Self Evaluation, Team Teaching

Available models apparently do influence children's behavior. Because of this, it is important for teachers to consider the philosophical, psychological, and sociological ramifications of their teaching behavior and their organization of the curriculum and learning environment. Teaching behavior hinges closely on the learning environment. In this century, the learning environment is constantly expanding, and a confluent, pluralistic curriculum is the only alternative for including this environment into the school situation. The teacher must now be initiated into this new type of curriculum in order to prepare students for an expanding learning environment. An expansion of methods courses in teacher education programs is being implemented to develop this expanded learning environment. Methods courses are being combined for flexibility. This flexibility allows the prospective teacher to work in learning laboratories, schools, and the community. Team teaching, special projects, and open-plan schools are being investigated. The methods courses focus on problem solving and creative expression. Self-evaluation by students in these courses promotes self-confidence and emotional growth which is necessary to facilitate change in curriculum. (BRB)

ED 075 364 SP 006 316

Jenkins, Joseph R. Bausell, R. Barker
How Teachers View the Effective Teacher.
Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Role, *Effective Teaching, Principals, Relevance (Education), *Research Projects, *Teacher Attitudes, *Teacher Characteristics, *Teacher Qualifications

This study investigated what professional educators believe are the appropriate bases for judging the effectiveness of the teacher. A random sample of all public school teachers and administrators (N=264) in the state of Delaware were instructed to rate each of 16 criteria "according to its importance in determining teacher effectiveness." The survey instrument included an assortment of criteria: product, process, and presage. The responses of elementary, middle, and secondary school teachers and principals were compared. Results indicated remarkably similar responses between each group. Criteria receiving the highest rating was the teacher's relationship with his class and flexibility. Years of teaching experience received the lowest rating. (Conclusions are indicated; a one-item bibliography is included.) (MJM)

ED 075 365 SP 006 317

Teacher Education Programs and Certification Policies. 1972 Edition.

New York State Education Dept., Albany. Div. of Teacher Education and Certification.
Pub Date 72

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Catalogs, *Educational Programs, *Teacher Certification, *Teacher Education, *Teacher Qualifications

Identifiers—*New York

The 1972 edition of teacher education programs and certification policies in New York State consists of up-to-date lists of teacher education programs by college and by certification area and an information sheet indicating how to obtain information about teacher education programs, certification policies and procedures, interstate certification, and college proficiency examina-

tions. Addresses and telephone numbers of the colleges are provided in the first section of the booklet. (Author/MJM)

ED 075 366 SP 006 318

Babb, Charles W.
Relationships Between Concerns and Verbal Behavior in Elementary School Teachers.
Pub Date 72

Note—12p.; Adapted from a paper presented at the Mid-South Educational Research Association, New Orleans, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Communication, *Effective Teaching, *Elementary School Teachers, *Teacher Behavior, Teacher Response, *Verbal Communication

The relationship of the hierarchy of teacher concerns to classroom verbal behavior was investigated. Participants were 66 elementary school teachers with 3 to 8 years teaching experience and 26 beginning teachers in two large public school systems in the southeast. The Teacher Concerns Statement (TCS) was administered to all 92 subjects. Four groups totaling 34 subjects were secured according to the distribution of scores on the TCS. Each of the 34 teachers was observed in live classroom teaching for 30 minutes on three different occasions. From the 102 observations and tape recordings, it was possible to obtain three different behavior ratings according to the Flanders System of Interaction Analysis and the Florida Taxonomy of Cognitive Behavior. Statistical comparisons were made to determine overall differences among the four groups. Results suggest a positive relationship between the concerns of teachers and subsequent verbal behaviors in the classroom. Teachers with more concern for pupil need were not only more indirect in their interactions but also made higher cognitive solicitations than teachers with more concern for self-adequacy, regardless of teaching experience. (A five-item bibliography is included.) (MJM)

ED 075 367 SP 006 319

Harris, Grace
Community Involvement and Teacher Education: One Experimental Program. The University of Connecticut Technical Paper.

Connecticut Univ., Storrs.

Pub Date Feb 72

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Attitudes, *Community Involvement, *Community Role, *Program Descriptions, *School Community Cooperation, *Teacher Education

The need for community involvement in a teacher training program is stressed in this monograph. The paper is divided into three sections. The first section discusses the historical view of community involvement in decision-making matters pertaining to education and the growing trend toward a concept of many levels of citizen participation in education. The second is concerned with identifying one university's struggle with the question of defining its role as an urban university and determining within the framework of the definition the most productive ways in which its teacher education program can relate to the community. The third section describes the development of an experimental school which gives high priority to community involvement and the relationship of the University to this school. Concluding comments offer proposals as to the ways teacher education programs can assume a more active leadership role in helping school systems expand some of the experimental concepts noted in this monograph. A 23-item bibliography is included. (Author/MJM)

ED 075 368 SP 006 320

Greenstein, Jack Greenstein, Theodore
Belief System Change in Student Teachers.
Spons Agency—Central Michigan Univ., Mount Pleasant.

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Authoritarianism, *Behavior Change, *Change Agents, Changing Attitudes, Dogmatism, *Personal Values, Research Projects, *Student Attitudes, *Student Teachers, Teacher Behavior

Changes that occur within the belief systems of student teachers were investigated with respect to changes in authoritarianism, dogmatism or

open/closed-mindedness, Machiavellianism, and values. Participants were 173 Central Michigan University elementary and secondary education majors. The control group consisted of 56 education majors; the experimental group, 117. The two groups were equivalent except for the experiment treatment under study—student teaching. Instruments included the California F-scale, forced-choice short form; the Rokeach Value Survey, Form E; the Mach IV Scale; and the Dogmatism scale. Following analysis of both pre- and posttest data, results indicated that students were significantly more Machiavellian at the end of the 16-week period, while a de-emphasis of personal competency values was observed. A 19-item bibliography and tabular materials are included. (MJM)

ED 075 369 SP 006 321
Greabell, Leon C., Jr.

A Quasi-Experimental Study Designed to Evaluate the Effectiveness of a Student-Goal-Determined Course in Mathematics Education.

Pub Date [70]

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Innovation, *Elementary School Mathematics, *Elementary School Teachers, *Mathematics Education, Student Centered Curriculum, *Teacher Education, *Teacher Programs

This study was designed to determine the effectiveness of a student-centered approach in teaching the basic concepts of elementary mathematics to teacher preparation students, as utilized in the Mid-Career Training for Partnership Teaching (MTPT). The research formulated three hypotheses: a) students in the MTPT would show a significant increase in the knowledge of elementary school mathematics; b) the increase in this knowledge by MTPT students would compare favorably with the increase shown by students in typical preservice and in-service teacher education programs; and c) the level of knowledge possessed by MTPT students would compare favorably with the general population of elementary school teachers. MTPT students represented the student-goal-determined (SGD) approach and the preservice students represented the instructor-goal-determined (IGD) approach. Elementary school teachers represented the norm. The pre- and posttest data on all three groups were provided by the Callahan Test of Mathematical Knowledge. Results showed that both SGD and IGD participants increased their knowledge of mathematics and this growth was significantly higher than the norm group. (Four tables of statistical data are included.) (BRB)

ED 075 370 SP 006 324

Bryan, Clifford And Others

The Impact of a Short Term Training Program for Financial Aid Administrators and Other Student Assistance Personnel.

Idaho State Univ., Pocatello.

Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C.

Pub Date Aug 72

Note—131p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrator Attitudes, *Administrator Education, Behavior Change, *Educational Finance, *Educational Programs, *Financial Needs, Financial Problems, Institutes (Training Programs), *Student Loan Programs

A short-term training institute at Idaho State University for student financial aid administrators and other student assistance personnel was reviewed. The objectives of the lectures, seminars, and field trips were to measure and specify which attitudes and behaviors were appropriate to the role of financial aid officer and to measure attitudinal and behavioral changes resulting from the program. The participants were 33 financial aid administrators with varied work experience and educational background. Pre- and posttest attitudinal questionnaires were administered. A mid-term evaluation questionnaire was also administered to assess the program and produce feedback. From the data, it was concluded that the institute achieved its objectives and the participants were satisfied. (Recommendations and modifications for the program are discussed. The appendixes present the program agenda, evaluation questionnaires, and a review of federal student financial aid programs.) (BRB)

ED 075 371 SP 006 325

Ciampa, Bartholomew J.

Insubordination: Do You Know Your Rights?

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Discipline, Due Process, *Teacher Behavior, *Teacher Discipline, *Teacher Dismissal, *Teacher Evaluation, *Teacher Welfare

The rights of a teacher in relation to insubordination are discussed in this document. Emphasis is placed on the definition and examples of insubordination. The conclusion summarizes the procedures of insubordination and a teacher's rights when charged with insubordination: procedures include a preliminary investigation, establishment of probable cause and the building of the case for dismissal, and the deliverance of a specific written notice of the charges to the teacher; teacher rights include the provision of a hearing before a quorum of the school committee upon the presentation of evidence and stated grounds for dismissal. The conclusion also states that, in addition to a hearing, courts expect that the teacher has had ample forewarning of the charges. (MJM)

ED 075 372 SP 006 326

Ciampa, Bartholomew J.

The Academic Pecking Order: An Examination of a Myth.

Pub Date [72]

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Effective Teaching, *Program Content, *Program Effectiveness, *Program Evaluation, *Relevance (Education), *Research Projects, School Surveys

This study investigated the academic pecking order myth. Focus was placed on the concepts that whether certain programs within a single-purpose college attract the "better" students, that certain schools or departments maintain the "highest" standards, and that the student in-migration or out-migration patterns within certain groups are either high or low. Three data items were used regarding nearly all incoming college students: rank in high school class, Verbal-College Entrance Examination Board (CEEBS)-Scholastic Aptitude Test (SAT) results, and Non-verbal-CEEBS-SAT results. Expected chi-square values for all ranks in high school class and SAT tables were obtained. Results suggest that no academic discipline either significantly benefited or suffered as a result of the significant in-migration or out-migration patterns. (A five-item bibliography is included.) (MJM)

ED 075 373 SP 006 328

Behavior Modification for Teachers.

Maryland Univ., College Park. Coll. of Education.

Pub Date Nov 72

Note—146p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavioral Objectives, *Behavior Change, *Behavior Development, Elementary School Teachers, Evaluation, Evaluation Techniques, *Inservice Teacher Education, Program Descriptions, Public School Teachers, *Teacher Education

Identifiers—*Distinguished Achievement Award Entry

The Active Student Participation Program (ASPP), developed by the Department of Counseling and Personnel Services in the University of Maryland College of Education, was designed to disseminate knowledge of behavior modification principles. The course has been taught since the fall of 1971, and approximately 81 in-service teachers have completed it. The course presents didactic material on behavior modification. The four areas of behavior modification case material are directed towards teachers of preschool children, teachers in the public schools, teachers in training, and evaluation of behavior modification programs. (Appendixes of related material follow each case material section when necessary.) (MJM)

ED 075 374 SP 006 329

Smith, Mary Lee

Evaluation Report of the 1970-72 Protocol Materials Unit.

Colorado Univ., Boulder. Center for Education in the Social Sciences.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date Jan 73

Contract—OEC-0-70-4045(725)

Note—95p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Instruction, *Evaluation, *Evaluation Methods, *Instructional Films, Instructional Materials, *Protocol Materials

This document evaluates five protocol material units developed by the Protocol Materials Development Project, University of Colorado. The five units were a) Conceptualizing the Process of Instruction; b) Learners and Their Characteristics: Implications for Instructional Decision-Making; c) Verbal Interaction in the Cognitive Dimension: The Relationships Between Teacher Verbal Behavior and Student Response; d) Organizing Facts to Teach Meaningful Relationships; and e) Fair Verbal Response. The rationale and objectives for evaluation, procedures for conducting field tests, and results are detailed. Procedures are described in four areas: selection of field test instructor and students, selection of the comparison group, the instruments and collection and treatment of the data, and the return of the data. Results are described and conclusions indicated. Appendixes include related research material. (MJM)

ED 075 375 SP 006 330

Joyce, Bruce R. Weil, Marsha

Concepts of Teacher Centers.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 73

Contract—OEC-0-8-080490-3706

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Inservice Teacher Education, Performance Based Teacher Education, *School Community Cooperation, *Teacher Education, Teacher Education Curriculum, *Teacher Programs, *Teaching Skills

This report reviews the literature that is pertinent to a broad understanding of the teacher center concept and to the specific problems of designing a teacher center. Emphasis is placed on the origins, themes, methods of operation, and future plans for teacher centers. The origins include the revolution in teacher training underway in England, the stress placed on ongoing in-service teacher training in the United States, and the movement toward competency-based teacher education and certification. The major themes stress the felt needs of the teacher, a school improvement thrust, and a need to increase teacher competency. Three styles of operating teacher centers are discussed: the informal English style, the corporate style, and the competency-oriented style. A 29-item bibliography is included. (MJM)

ED 075 376 SP 006 331

Rich, H. Lyndall

The Effect of Teaching Styles on Student Behaviors as Related to Social-Emotional Development.

Memphis State Univ., Tenn. Dept. of Special Education and Rehabilitation.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-2-D-041

Pub Date Feb 73

Grant—OEG-4-72-0020

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Research, *Elementary School Students, *Emotional Development, *Social Development, *Teacher Influence, Teaching Methods, *Teaching Styles, Teaching Techniques

The purpose of the research was to determine the effects of direct and indirect teaching style on elementary students ranked "high" and "low" in social-emotional development. Twenty teachers who demonstrated direct and indirect teaching styles were identified; 94 elementary students were ranked high and low, based on five measures of social-emotional development. The review of research indicated that an educational environment compatibly matched with student development would produce significant gains. A 2 x 2 design was employed with "matched" (direct-low and indirect-high) and "mismatched" (direct-high and indirect-low) groups. Reading instruction was conducted daily for a minimum of 20

days. Observation and paper-and-pencil techniques were used to collect in-class data. It was concluded that students demonstrated greater cognitive and affective gains when instructed by teachers whose styles were consistent with the student's level of development. Recommendations for education and research were derived. (A 38-item bibliography and appendixes of related research material are included.) (Author/MJM)

ED 075 377 SP 006 332

Fitch, Thomas Klima, Kenneth

A Comparative Study of Illinois State University Elementary Teacher Graduates of the Regular Student Teaching and the Joliet Teacher Education Center Programs 1970-71.

Illinois State Univ., Normal. Dept. of Elementary Education.

Pub Date 72

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Research Projects, *Student Attitudes, *Student Opinion, Student Teachers, *Student Teaching, *Teacher Education, *Teacher Education Curriculum

Student graduates' opinions regarding their teacher preparation programs were surveyed, compared, and evaluated. The two programs studied were the regular student teaching program at Illinois State University (I.S.U.) and the Joliet Teaching Education Center Program (J.T.E.C.). Participants were 75 J.T.E.C. students and 75 students from the I.S.U. program. A questionnaire of 110 items was constructed to investigate the elements of each program. Return data were machine-scored and converted to punched data cards for statistical evaluation. A chi square analysis was utilized, permitting comparison of responses for each group on each item. Results were grouped in ten corresponding categories: demographic data, postgraduate employment, student teaching placement, undergraduate preparation, occurrence of problems, college supervision, public school supervision, extraclassroom activities, time commitments, overall evaluation, and commitment. (MJM)

ED 075 378 SP 006 333

Heim, Peggy

Management Systems and Budgeting Methodology: Do They Meet the Needs and Will They Work? Studies in Management.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Sep 72

Note—4p.; Based on a paper presented at the annual meeting of the National Association of College and University Business Officers (Denver, July 11, 1972)

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036 (Copies up to 10 Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Budgeting, Decision Making, *Educational Administration, Educational Finance, *Management Information Systems, *Program Administration, *Systems Analysis

This report describes the NCHEMS model which consists of a Program Classification Structure (PCS), a student flow model, and a resource requirements prediction model; these data are all used in the construction of program budgets and long range management plans. The model is reviewed in its application to the college environment. The roles of academic administrators and faculty members in the implementation of the model are discussed. Recommendations for the use of the model in university funding programs are made. (BRB)

ED 075 379 SP 006 340

University of South Florida Field Test of the Michigan State University Protocol Materials on Learning. Final Report.

University of South Florida, Tampa. Coll. of Education.

Spons Agency—Florida State Dept. of Education, Tallahassee.

Pub Date Jan 73

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audio Visual Instruction, *Educational Research, *Instructional Materials, *Learning Activities, *Protocol Materials, *Teacher Education

The Michigan State University protocol materials on learning were field-tested at the University of South Florida (U.S.F.). The field-testing at U.S.F. did not occur under controlled, experimental conditions. The information needs of the protocol developers were balanced with the instructional obligations of the instructors and the educational needs of the students in the classes. Instructional management problems and error sources were highlighted. Error sources included operant learning, positive reinforcement, negative reinforcement, shaping, respondent learning, and model learning. (Appendixes of field-test material are included.) (MJM)

ED 075 380 SP 006 343

Sanders, John W.

Teacher Education Grads Speak Out: Assessment and Implications.

Pub Date Aug 72

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Effective Teaching, Professional Education, *Program Content, *Program Evaluation, *Teacher Education, *Teacher Education Curriculum

A 4-year survey involving 614 university graduates assessed professional education courses in undergraduate teacher preparation programs. The graduates felt that a course was of extreme value when method rather than content was emphasized. Courses offering assigned actual teaching experiences in the campus laboratory school as part of the course requirements received an extremely valuable rating. Implications concern three areas: experiences for the pre-student teacher to work directly with pupils in a public school setting, the university instructor's approach to the methods course, and a positive attitude by the cooperating public school teacher. (MJM)

ED 075 381 SP 006 344

Bartos, Robert Bryan

A Study of Field Participation and Classroom Experiences and Their Effects upon the Perceptions of Prospective Teachers.

Pub Date Feb 73

Note—6p.; Paper presented to the American Educational Research Association, New Orleans, La., February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Materials, *Classroom Research, Field Experience Programs, *Student Attitudes, *Student Experience, *Teacher Attitudes, Teacher Education, *Teaching Experience

The effects of including both field participation and classroom experience for prospective teachers in an introductory course in education at West Virginia University were compared in this study. Four groups of prospective teachers were randomly selected from a total population of 487 students. Each group consisted of 15 students—freshmen, sophomores, juniors, and seniors—majoring in either elementary or secondary education. Five test instruments were used to measure the prospective teachers' open-mindedness, self-actualization, self-concept, relationship to students, and degree of inclusion. After pretesting, Group A was assigned field participation; Group B was given classroom experiences; Group C was assigned field participation similar to Group B; and Group D received neither field participation experiences nor classroom experiences. Posttests using all test instruments were administered. Results indicated significant trends toward a concurrent arrangement of both field experiences and classroom experiences for prospective teachers as a means of effecting perpetual changes at an earlier period in the teacher education program. (MJM)

ED 075 382 SP 006 345

Beard, Jacob G. And Others

An Evaluation of School Personnel Utilization Projects. Volume I, An Overview of Objectives and Outcomes of the Evaluation of School Personnel Utilization Projects.

Florida State Univ., Tallahassee. Dept. of Educational Research.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date 71

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Differentiated Staffs, *Educational Objectives, Manpower Utilization, *Program Descriptions, Program Evaluation, *School Personnel, *Staff Utilization

Volume I of the evaluation of the School Personnel Utilization Program (SPU), developed by Florida State University, presents an overview of objectives and outcomes of the evaluation of SPU projects. An understanding of the scope of the project, an introduction to the functioning of the Evaluation Training Center, and a summary of the major findings of the evaluative studies are presented. (Related documents are SP 006 346 and SP 006 347.) (MJM)

ED 075 383 SP 006 346

Olson, Margot Beard, Jacob G.

An Evaluation of School Personnel Utilization Projects. Volume II, An Analysis of the School Personnel Utilization Programs Goals and Objectives with Suggested Revisions.

Florida State Univ., Tallahassee. Dept. of Educational Research.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date 71

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Differentiated Staffs, *Educational Objectives, Manpower Utilization, *Program Descriptions, Program Evaluation, *School Personnel, *Staff Utilization

Volume II of the evaluation of Florida State University's School Personnel Utilization Program (SPU) is concerned with an analysis of goals and objectives with suggested revisions. Part I reports an evaluation of the SPU goal and objectives in terms of their value as a communication link between SPU program directors and local project personnel. Part II reports the procedures used to revise the goal and objectives in order to improve their communication function. A seven-item bibliography and appendixes of research material are included. (Related documents are SP 006 345 and SP 006 347.) (MJM)

ED 075 384 SP 006 347

An Evaluation of School Personnel Utilization Projects. Volume III, An Assessment of the Impact of School Personnel Utilization Program Training.

Florida State Univ., Tallahassee. Dept. of Educational Research.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date 71

Note—83p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Differentiated Staffs, Evaluation, *Manpower Utilization, Program Descriptions, *Program Evaluation, *School Personnel, *Staff Utilization

Volume III of the evaluation of the School Personnel Program (SPU), designed by Florida State University, assesses the impact of program training. Part I reports the extent to which school personnel trained in SPU projects were able to identify a "flexible staffing" approach and to view the flexible staffing approach as a desirable alternative to conventional staffing patterns. Part II describes the alternative staffing approaches being developed in terms of the goals of specific staffing projects, the priorities placed on various goals, and the degree to which the planning and implementation of high priority goals has taken place. The results of this "impact" assessment were returned to each individual project in the hope that this feedback would assist the projects in reaching their program goals. Appendixes of related material are included. (Related documents are SP 006 345 and SP 006 346.) (MJM)

ED 075 385 SP 006 348

Taylor, Bob L., Ed.

New Dimensions in Teacher Education. The Role of Differentiated Staffing in Teacher Education.

Cherry Creek School District 5, Englewood, Colo.; Colorado Univ., Boulder. School of Education.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date Mar 73

Note—90p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Differentiated Staffs, *Educational Innovation, *Program Descriptions, *Teacher Education, *Teaching Techniques

This monograph reports on the Cherry Creek-University of Colorado Teacher Education Program, which utilized a number of innovations in teacher education and stressed the potential of differentiated staffing in the preparation of teachers. Following the introduction, emphasis is placed on theories of teacher education, the Cherry Creek program, formative evaluation of the program, summative evaluation, the program as experienced by four individuals, and new dimensions in teacher education. Appendixes of related program material are included. (Author/MJM)

ED 075 386 SP 006 349

Brown, Jeanette A. MacDougall, Mary Ann
The Influence of Interpersonal Skill Training on the Social Climate of Elementary School Classrooms.

Pub Date 1 Mar 73

Note—15p.; Paper presented at AERA Convention, New Orleans, Louisiana, March 1, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Change, *Classroom Environment, *Classroom Observation Techniques, *Elementary Education, Interaction Process Analysis, *Interpersonal Relationship, Peer Acceptance, Self Concept, *Student Teacher Relationship

This study investigated the interdependence of teacher and pupil behavior in the elementary school classroom. Phase I of the study provided teachers with opportunities to observe their own classroom behaviors and to learn how these behaviors influenced the classroom learning environment. A Self-Perceptions Index was used to measure the impact of this training. Phase II of the study investigated the impact of systematic social skill training on the affective perceptions of children with varying social and cultural backgrounds. The Self-Perceptions Index and a Peer Acceptance Index were used to measure the impact of this training. Results of phase I upheld the hypothesis that, given the opportunity to examine, discuss, and model behaviors, teachers would manifest behaviors which would increase the positive self-perceptions of their students. Results of Phase II showed that increased peer acceptance decreased the self-acceptance level of the students. (Two pages of references are included.) (BRB)

ED 075 387 SP 006 350

Sherman, Thomas M. And Others
An Investigation of the Influence of Student Behavior on Teacher Behavior.

Pub Date 73

Note—17p.; Paper presented at the 1973 Annual Convention of the American Educational Research Association (New Orleans, La., Feb. 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, *Classroom Communication, Classroom Environment, *Classroom Observation Techniques, Rewards, *Student Behavior, Student Teacher Relationship, *Teacher Behavior

This study explored the relationship between changes in student classroom behavior and teacher behavior. More specifically, teacher responses to students were evaluated as a function of systematic changes in the students' classroom behavior. The investigation was conducted in a fifth-grade classroom of a primary school located in a residential, suburban neighborhood. Two disruptive pupils from the class were chosen as target students for the study. The dependent, observable variables were teacher behavior, teacher verbal responses, teacher ranking cards, and subjective unit of irritation. The independent, observable variables were student behavior. The variables were measured by six undergraduates and one teacher. The reliability of the observers was assessed before and after completion of the study. The results showed that changes in the students' classroom behavior had consistent effects on the behavior of the teacher. (Discussion of the results follows, stressing the importance of reward. Two tables of data are included.) (BRB)

ED 075 388 SP 006 351

The Education Professions 1971-72. Part I - The Need for Teachers in Our Schools and Colleges. Office of Education (DHEW), Washington, D.C. Report No.—OE-72-111

Pub Date Dec 72

Note—85p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 1780-0990, \$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Needs, *Higher Education, *Professional Personnel, *Public Schools, *Teacher Supply and Demand

This document is the first of four reports on the state of education professions published by the Commissioner of Education. This report discusses the issue of supply of and demand for education personnel in public elementary and secondary schools and in colleges and universities. The first chapter analyzes the alleged "Ph.D. glut" in postsecondary educational institutions. Chapter 2 is a case study of the qualitative need for teachers in 10 school districts of differing sizes and locations serving quite different communities. A regional analysis of the supply and demand for teachers in 1969 is presented in Chapter 3. The fourth chapter sets forth the Office of Education program priorities for 1973. Programs for the training of educational personnel under the Education Professions Development Act, 1969-71 are included in the appendix. (MJM)

ED 075 389 SP 006 354

Daily, Frances M. Phillips, James A., Jr.
Teacher Verbal Behavior and Classroom Social Structure.

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Research, Elementary School Students, *Interaction Process Analysis, *Peer Relationship, *Social Structure, *Teacher Behavior, *Verbal Communication

The fundamental differences in classroom social structure and the effect of teaching behavior on the unique patterns of classroom social structures were studied. Subjects included fifth-grade classrooms with female teachers in a small city school system. Eighteen classrooms with a total of 576 children fit these criteria. Instrumentation included sociometric variables rendered visible through the sociogram and teacher behavior variables measured by Flanders Interaction Analysis. The research confirmed that, in this sample, statistically significant relationships do exist between categories of verbal behaviors of teachers and patterns of peer relationships among their pupils. A broad spectrum relationship between direct and indirect teaching styles and peer relationship patterns was not confirmed. (A nine-item bibliography is included.) (MJM)

ED 075 390 SP 006 355

Knight, Don A. Wayne, Jack I.
The Beginning Teacher Can Foster Critical Thinking.

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Beginning Teachers, *Critical Thinking, *Inquiry Training, *Questioning Techniques, *Research Projects, Teaching Techniques

The roles assumed jointly by a university and a school district in preparing student teachers to elicit critical thinking on the part of pupils are investigated. Twelve elementary student teachers were assigned to a suburban school district. Each student teacher worked with one cooperating teacher. Records were kept by the student teachers and cooperating teachers on all joint activities, assignments, and projects through which the student teaching and the social studies courses were correlated in an attempt to develop critical thinking skills. Eight learning activities were employed in the university curriculum and methodology course and in the student teaching seminars in an attempt to assist the student teachers in this study. Results indicated that all student teachers in pre- and posttest planning of teaching units showed a substantial increase in the number of questions they were able to write which were designed to elicit critical thinking. (Author/MJM)

ED 075 391 SP 006 356

DeShields, Shirley M. And Others
Staff Development Through the Teacher Education Center Concept.

Pub Date 71

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Innovation, *Inservice Teacher Education, *Preservice Education,

*Teacher Education, Teacher Improvement, *Teacher Role, *Teaching Programs, Teaching Skills

The concept of teacher education is broadened to include the transmission of effective, realistic, and contemporary education from classroom teacher to pupil. The tools necessary for this transmission are made available in a staff development program initiated by the Institute of Educational Development (IED). The program uses workshops, practice sessions, resource preparation sessions, direct experience clinics, and seminars to familiarize pre- and in-service teachers with improved teaching skills and flexible learning approaches to stimulating attitude change. These program goals lead to constant evaluation and adjustment in order to meet a realistic and applicable approach to education. (Appendix A presents the span of staff development activities from February 1969 to April 1971; appendixes B and C present graphs of the program's density and potential; and appendix D gives a brief description of IED, with stress on development and implementation.) (BRB)

ED 075 392 SP 006 357

McAfee, David
Training Teachers for Correctional Institutions. Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Correctional Education, *Correctional Rehabilitation, Educational Needs, *Effective Teaching, *Rehabilitation, *Teacher Education

To insure the success of rehabilitative education in correctional institutions, it is necessary to give these institutions the type of personnel equipped to do the job. Suggestions to train teachers for correctional institutions concern the need for a highly individual, cohesive program for each trainee; careful selection of trainees; a battery of attitudinal and behavior-measuring tests; carefully structured individualized curriculum; reevaluation of student teaching and intern needs; and internship programs in correctional institutions. (MJM)

ED 075 393 SP 006 358

Olmo, Barbara G.
Can a Teacher Have Flexible-Modular Scheduling Within a Traditionally Organized School?

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Discovery Learning, *Flexible Scheduling, History Instruction, *Inquiry Training, Questioning Techniques, *Self Directed Classrooms, *Self Directed Groups, *Student Centered Curriculum

An alternative to teacher dominance, inquiry-based learning permits greater choices for the student and thereby encourages initiative and responsibility. Flexible modular (flex-mod) schedules that permit student inquiry can be adapted to fit nearly any teaching situation. For example, a tenth-grade history class is divided into four groups: independent study, a writing group, a seminar group, and library users. These groups are rotated in cycles on a monthly basis; assignment due dates were varied; interest and involvement are maximized. Also, "flex-mod" permits classes to study an overall topic, while the smaller groups prepare reports on specified subthemes. Students respond with appreciation for the increased responsibility and the opportunity to use their own initiative. (JB)

ED 075 394 SP 006 359

Payne, James
Teacher Sensitivity to Curricular Forces. Pub Date 70

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Change Agents, *Curriculum Development, *Curriculum Evaluation, *Educational Theories, Human Development, Learning, Research Projects, Social Factors, *Teacher Attitudes

Eighty-four students in the first session of a graduate course were asked to indicate the forces which affected the curriculum in their school. Over the beginning of three terms, the students divided themselves into small groups of five or six persons to list the suggestions offered in response to this question. A recorder in each group listed the suggestions and later reported the group's suggestions to the entire class. During the class report, suggestions were classified under the na-

ture of learning, the nature of knowledge, human development, educational forces, and social forces. Ninety percent of the contributed suggestions related to the practical aspects of education as educational forces and social forces and only 10 percent related to the theoretical. Based on the research findings, the course was restructured to emphasize the nature of learning and human development. Response to the course was favorable. (A seven-item bibliography is included.) (MJM)

ED 075 395

SP 006 360

Breiter, Joan

The Relationship Between Measured Self-Actualization and Student Teacher Effectiveness.
Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Research, *Effective Teaching, *Measurement Techniques, *Personality Assessment, *Self Actualization, *Student Teachers

The relationship between teacher effectiveness (performance) and personality orientation of a specific group of intern teachers is examined. One hundred fifty-three elementary education majors in their fourth year at Iowa State University were administered the Personality Orientation Inventory (POI) and rated on a Teacher Performance Inventory (TPI) by the university supervisor and cooperating teacher for effectiveness while serving as student teachers. The performance inventory for student teachers has 36 statements, related to teaching performance, to be rated on a continuum from four to one. The raters did not know the POI scores of the student teachers they rated. The study did not find a relationship between the TPI as a measure of teacher effectiveness and personality as measured by the POI. (A four-item bibliography and the performance inventory are included.) (Author/MJM)

ED 075 396

SP 006 362

Tips for Tutors.

Santa Barbara City Coll., Calif. Tutorial Center.
Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cross Age Teaching, *Mathematics Instruction, *Reading Instruction, *Teaching Techniques, *Tutoring

This document presents helpful suggestions (tips) for tutors. Introductory material indicates the purposes and commitment involved in tutoring. Suggestions are categorized according to general, first session, later sessions, tutoring reading, and tutoring arithmetic. Several approaches to aid a tutor-study partner relationship are included. (MJM)

ED 075 397

SP 006 363

Williams, C. Ray Jensen, Julie M.

A Strategy for Curriculum Development in Teacher Education.

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, *Educational Objectives, *Preservice Education, *Teacher Behavior, *Teacher Education

This document presents long-range goals for teacher education programs and charts representing the implementation of these goals. The charts are divided into three sections: Long-Range Goals (Examples), Teacher Behavior (Examples), and Preservice Tasks (Examples). (MJM)

ED 075 398

SP 006 364

Foundations & Practices in Perceptual Motor Learning—A Quest for Understanding.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 71

Note—187p.

Available from—American Association for Health, Physical Education, and Recreation, NEA, 1201 16th St., N.W., Washington, D.C. 20036 (\$3.95)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Conference Reports, Educational Programs, Instructional Materials, *Motor Development, *Perceptual Motor Coordination, *Perceptual Motor Learning, *Physical Education, Teacher Programs

This publication contains speeches and discussions presented at the conference "Perceptual-Motor Development: Action with Interaction" held in Cincinnati, Ohio, October 1970. The con-

ference, sponsored by the Physical Education Division of the American Association for Health, Physical Education, and Recreation, provided educators with the opportunity to examine major conceptual viewpoints of perceptual motor behavior, to review visual displays of many teaching methods for the benefit of perceptual motor performance, to hear research in progress that seeks new information needed to improve school programs, and to pinpoint conceptual issues in this field. Coordinating these objectives, the papers in this publication are divided into four sections: I—Foundations of Perceptual Motor Learning; II—Practices: Action and Interaction; III—The Quest for Understanding; and IV—Resource Materials. A list of the conference participants is appended. (BRB)

ED 075 399

SP 006 365

Annotated Bibliography on Perceptual-Motor Development.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 73

Note—122p.

Available from—AAPER Publication-Sales, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Stock No. 245-25412, \$3.25 quantity discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Auditory Perception, *Instructional Materials, *Perceptual Development, *Perceptual Motor Coordination, *Perceptual Motor Learning, Visual Perception

This 115-page annotated bibliography contains material on perceptual motor development. The introductory portion of the bibliography presents general reading on perception, learning, and development. The first portion contains annotated works by six specific authors. The second portion presents works grouped under the following headings: a) auditory perception and movement; b) body image and movement; c) depth and distance perception and movement; d) feedback and regulation of movement behavior; e) figure-ground perception/field dependence/field independence; f) reduced and supplementary perceptual cues and movement; and g) visual and size perception movement. The final portion contains material on perceptual motor programs, categorized under tests, programs, material sources; assessment instruments; and films. Each work contains a brief description of the item and its cost. A list of publishers' addresses is also included. (BRB)

ED 075 400

SP 006 366

Clarke, Kenneth S., Ed.

Drugs and the Coach.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 72

Note—63p.

Available from—American Association for Health, Physical Education, and Recreation, NEA, 1201 16th St., N.W., Washington, D.C. 20036 (\$2.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Athletic Coaches, Athletic Programs, *Counseling, *Drug Abuse, *Drug Education, Drug Legislation, *Health Education, Physical Education

This volume is based on the premise that professional preparation for coaching should include viable experiences in drug education, with particular reference to coping with drug-related problems. The first section provides general information on the purposes and effects of drugs, controls, and concepts of doping. The second section deals with four main purposes of drugs in the field of athletics: to cure, control, comfort, and improve. The governmental control of drug abuse is also discussed. The third section presents information on specific drugs, frequency of their use, and the effects. This section also includes charts with new federal and state drug laws. The final section includes some of the problems an athletic coach would encounter when acting as a counselor to his students. An agenda for a symposium "Drugs and the Coach" and a list of sources on drug abuse information are appended. (BRB)

ED 075 401

SP 006 367

Nutrition for Athletes. A Handbook for Coaches.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 71

Note—63p.

Available from—American Association for Health, Physical Education, and Recreation, NEA, 1201 16th St., N.W., Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Athletes, Athletic Activities, *Athletic Programs, *Dietetics, Eating Habits, *Health Education, *Nutrition Instruction, *Physical Education

This handbook contains nutritional information for athletic coaches and others who provide this information and guidance to high school and college students. The purposes of the handbook are to review briefly the content of a sound basic diet and to analyze theories and practices that would relate to nutrition and athletic performance. The handbook provides information in the following four groupings: a) basic nutritional needs of young athletes, with accompanying dietary recommendations; b) general considerations of nutrition and diet during periods of athletics training; c) special problems relating to eating and drinking before, during, and following athletic events; and d) examination and evaluation of nutritional claims made by dietary supplements for use by athletes. (BRB)

ED 075 402

SP 006 368

Singer, Robert N., Ed. Weiss, Raymond A., Ed.

Completed Research in Health, Physical Education, and Recreation Including International Sources, Vol. 14, 1972 Edition.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 72

Note—278p.

Available from—AAPER Publication-Sales, 1201 16th St., N.W., Washington, D.C. 20036 (Stock No. 248-25328 \$3.00, quantity discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Abstracts, Bibliographies, *Educational Research, *Health Education, *Physical Education, *Recreation, *Research Reviews (Publications)

This volume contains research works completed in the areas of health, physical education, recreation, and allied areas during 1971. The publication is divided into three parts: I—Index; II—Bibliography; and III—Theses Abstracts. The Index offers an alphabetical cross-reference by subject for the works found in parts II and III. The Bibliography contains 940 research articles from 145 of the 215 periodicals reviewed by the Committee for Completed Research. These Abstracts are master's and doctor's theses from 77 institutions which offered graduate programs in health, physical education, recreation, and allied areas. Most references in this section are accompanied by abstracts and all are in alphabetical order according to institution. Major professors and names of institutional representatives who sent in the material are indicated for each institutional representative who sent the material are indicated for each article. Lists of the periodicals reviewed and reporting institutions are included. Names and addresses of the 11 member Committee on Completed Research are also presented. (Related document is SP006369) (BRB)

ED 075 403

SP 006 369

Singer, Robert N., Ed. Weiss, Raymond A., Ed.

Completed Research in Health, Physical Education, and Recreation Including International Sources, Vol. 13, 1971 Edition.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 71

Note—248p.

Available from—AAPER Publication-Sales, 1201 16th St., N.W., Washington, D.C. 20036 (Stock No. 248-25144 \$3.00, quantity discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Abstracts, Bibliographies, *Educational Research, *Health Education, *Physical Education, *Recreation, *Research Reviews (Publications)

This volume contains research works completed in the areas of health, physical educa-

tion, recreation, and allied areas during 1970. The publication is divided into three parts: I-Index; II-Bibliography; and III-Theses Abstracts. The Index offers an alphabetical cross-reference by subject for the works found in parts II and III. The Bibliography contains 976 research articles from 148 of the 212 periodicals reviewed by the Committee for Completed Research. Theses Abstracts were master's and doctor's theses from 59 institutions which offered graduate programs in health, physical education, recreation, and allied areas. Most references in this section are accompanied by abstracts and all are in alphabetical order according to institution. Major professors and names of institutional representatives who sent in the material are indicated for each article. Lists of the periodicals reviewed and reporting institutions are included. Names and addresses of the 11 member Committee on Completed Research are also presented. (Related document is SP006368). (BRB)

ED 075 404 SP 006 370

Fox, Katharine, Ed.

Abstracts of Research Papers 1971.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 71

Note—122p.; Papers presented at the convention of the American Association for Health, Physical Education, and Recreation, Detroit, Mich., 1971

Available from—American Association for Health, Physical Education, and Recreation, NEA, 1201 16th St., N.W., Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Abstracts, *Educational Research, *Health Education, Perceptual Motor Learning, Physical Development, *Physical Education, Physical Fitness, *Recreation, Research Methodology

This volume includes the abstracts of 112 research papers presented at the 1971 American Association of Health, Physical Education, and Recreation convention in Detroit, Michigan. Abstracts from the following symposia are also included: a) The Role of Perception in Learning Movement Activities; b) The Academic Discipline and the School Program: Bridging the Gap between Research and Practice; and c) Social Psychology of the Experimental Milieu. Each abstract includes the time and date on which the paper was presented at the convention. The name and address of the author follows each abstract. An author index completes the volume. (BRB)

ED 075 405 SP 006 371

Drowatzky, John N., Ed.

Abstracts of Research Papers 1970.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 70

Note—131p.; Papers presented at the convention of the American Association for Health, Physical Education, and Recreation, Seattle, Washington, 1970

Available from—American Association for Health, Physical Education, and Recreation, 1201 16th St., N.W., Washington, D.C. 20036 (\$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Abstracts, *Educational Research, Environmental Education, *Health Education, Motor Development, Physical Development, *Physical Education, *Recreation, Research Methodology

This publication includes the abstracts of 199 research papers presented at the 1970 American Association for Health, Physical Education, and Recreation convention in Seattle, Washington. Abstracts from symposia on environmental quality education, obesity, motor development, research methods, and laboratory equipment are also included. Each abstract includes the time and date on which the paper was presented at the convention. The name and address of the author are also presented. An author index completes the volume. (BRB)

ED 075 406 SP 006 373

Annual Safety Education Review 1970.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 70

Note—78p.

Available from—NEA Publication Sales, 1201 16th St., N.W., Washington, D.C. 20036 (\$2.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Accident Prevention, Athletic Activities, Athletic Programs, *Physical Education, *Recreational Activities, *Safety Education, *School Safety

This booklet presents articles completed in 1970 by the Division of Safety Education of the American Association for Health, Physical Education, and Recreation. The 11 articles deal with the following topics: a) the problem of apathy in safety education, b) the safety aspects of archery and riflery, c) weight training for high school girls, d) safety supervision of sports for girls, e) the problems of injury and accident prevention, and f) the Sports Safety textbook project. The booklet also presents the accomplishments of the Division of Safety Education from 1964 to 1969. The major points include changing the division structure, writing new operative codes, conducting a national conference, revising School Safety Policies, and contributing to the literature in the area of safety. A suggested outline for a college course in sports safety is also presented. (BRB)

ED 075 407 SP 006 374

Annual Safety Education Review 1971.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 71

Note—75p.

Available from—AAHPER Publication-Sales, 1201 16th St., N.W., Washington, D.C. 20036 (244-25138 \$2.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Accident Prevention, *Athletic Activities, Athletic Programs, First Aid, *Health Education, *Physical Education, Physical Education Facilities, *Safety Education, *School Safety

This booklet presents articles completed in 1971 by the Division of Safety Education of the American Association for Health, Physical Education, and Recreation. The 11 articles deal with the following topics: a) athletic training programs, b) safety considerations in winter sports, c) safety considerations in gymnastics, d) emergency care, e) athletic training professional preparation, f) safety precautions in planning facilities, g) athletic training in girls' sports, h) problems in water safety, and i) safety for the seventies. The booklet also presents the accomplishments of the Division of Safety Education in 1970-71. The major points include revising priorities for the next 5 years, planning the convention, revising the textbook Sports Safety, and preparing a report on the functions of the division historian. A list of other safety education publications is also presented. (BRB)

ED 075 408 SP 006 375

Annual Safety Education Review 1972.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 72

Note—94p.

Available from—AAHPER Publication-Sales, 1201 16th St., N.W., Washington, D.C. 20036 (Stock No. 244-25410 \$2.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Accident Prevention, *Driver Education, First Aid, *Health Education, *Physical Education, *Recreational Activities, *Safety Education, School Safety

This booklet presents articles completed in 1972 by the Division of Safety Education of the American Association for Health, Physical Education, and Recreation. The introductory article contains the accomplishments of the division in 1971-72. The major points covered are planning conferences, conventions and meetings; revising the operating code and a career brochure on safety education; and contributing to the literature in the area of safety. The other 12 articles in the booklet include information on the following topics: a) safety in outdoor recreation; b) alcohol safety; c) safety in elementary school physical education; d) injuries in intramural sports; e) high school student trainer program; f) football injuries; g) emergency care education; h) the Driving While Intoxicated program from Phoenix, Arizona; and i) the Wisconsin Accident Benefit Plan. A list of other safety education publications is also presented. (BRB)

ED 075 409 SP 006 376

Mason, Ward S. Hjelm, Howard F.

The Research and Development Center Program of the U. S. Office of Education.

Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.

Pub Date Feb 65

Note—9p.; Paper prepared for a symposium at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, February 10, 1965

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Development, *Educational Objectives, *Program Content, *Program Descriptions, *Research and Development Centers

The Research and Development Center Program of the U. S. Office of Education is described in this document. The program objectives and criteria used in evaluating proposals for the establishment of research and development centers are indicated. Four research and development centers are discussed in relation to their common characteristics and some of the problems and strains which may be associated with these characteristics. The four centers include those at the University of Pittsburgh, the University of Oregon, the University of Wisconsin, and Harvard University. (MJM)

ED 075 410 SP 006 377

Takanishi-Knowles, Ruby

Collaboration Between Educational Researchers and School Personnel: Some Reflections and Proposals for Reducing the Research-to-Practice Gap.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Lab. and Center Transition.

Pub Date Feb 73

Contract—OEC-6-10-078

Note—46p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 26, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Research, *Educational Researchers, *Research Methodology, *School Personnel, *Teaching Experience

This paper explores the potentialities for collaboration between educational researchers and school personnel. A set of principles is offered as a guide for attempts to reduce the research-to-practice gap. The implementation of these principles is discussed within the context of a Teacher Feedback Workshop which was conducted as a development activity of an ongoing research project. Finally, a proposal for the structure and process of a collaboration effort is outlined. A 23-item bibliography and appendixes concerning the Teacher Feedback Workshop are included. (Author)

ED 075 411 SP 006 378

Excellence in Teacher Education Entry. College of Mount St. Joseph Inter-Disciplinary Approach to Teacher Preparation.

College of Mount Saint Joseph-on-the-Ohio, Ohio.

Pub Date 72

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Curriculum, *Course Organization, *Interdisciplinary Approach, *Identifiers—*Distinguished Achievement Award Entry

A course curriculum was developed by the faculty of Mount St. Joseph College in order to facilitate an interdisciplinary approach to education. It evolved from a recognition of the need for synthesis of knowledge gained by students from study in many areas. The program was undertaken in the fall of 1971 and has developed so that courses, institutes, workshops, and entire major programs have been initiated on an interdisciplinary plan. Results have been limited to favorable student/teacher comment. (Author/JB)

ED 075 412 SP 006 381

Experience Oriented Teacher Education Program.

Dakota State Coll., Madison, S. Dak.

Pub Date 72

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Field Experience Programs, *Human Relations, *Program Descriptions, *Student Teaching, *Teacher Education

Identifiers—*Distinguished Achievement Award Entry

Discussed is Dakota State College's Experience Oriented Teacher Education Program designed to prepare prospective teachers through experience in addition to theory. This report describes the four major aspects of the program: participation in public school classrooms prior to student teaching, human relations training experience, field seminars, and student teaching. Eleven exhibits include suggested activities, progress reports, program material, photographs, and orientation and evaluation material. (MJM)

ED 075 413 SP 006 386
The Bowling Green State University Teacher Learning Center Concept.

Bowling Green State Univ., Ohio.

Pub Date 72

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College School Cooperation, *Program Descriptions, *Resource Teachers, *Student Teachers, *Team Teaching

Identifiers—*Distinguished Achievement Award Entry

The Teacher Learning Center, developed by Bowling Green State University (BGSU), was designed as a public school-university cooperative approach to teacher education. The BGSU center was organized for a team teaching approach with two student teachers assigned to each cooperating teacher for 11 weeks. The 20 to 24 student teachers placed in the center offered a variety of backgrounds and experiences to be used as resources for all pupils in the school. (A case study, evaluation, methodology, and results are included. Appendixes present questionnaires.) (MJM)

ED 075 414 SP 006 387
Performance-Based Undergraduate Program for the Education of Teachers at Brooklyn College.

City Univ. of New York, Brooklyn, N.Y.

Brooklyn Coll.

Pub Date 72

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Early Childhood Education, Elementary Education, *Field Experience Programs, *Performance Based Teacher Education, *Program Descriptions, Secondary Education, *Teacher Behavior, *Teacher Education

Identifiers—*Distinguished Achievement Award Entry

This document describes the Performance Based Undergraduate Program for the education of teachers at Brooklyn College—a program which encompasses the performance-based field-centered approach and the identification and analysis of teaching behaviors. Evaluation and feedback techniques are described as necessary parts of the curriculum for each of four sequences: early childhood, elementary, middle schools, and secondary. Exhibits include related program and video tape materials. (MJM)

ED 075 415 SP 006 389
Case Study. Operation: Cooperation Ashland College -- Ashland City Schools.

Ashland Coll., Ohio.

Pub Date 72

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Corrective Reading, *Inservice Teacher Education, Reading Ability, *Reading Improvement, *Reading Instruction, Reading Interests, *Reading Programs, *Reading Tests

Identifiers—*Distinguished Achievement Award Entry

This three-phased program was aimed at strengthening reading instruction in teacher education courses. Included were a) a teaching laboratory coordinated with in-service instruction by teachers of college methods courses, b) a year-long reading workshop to prepare area teachers in specialized reading instruction, and c) a reading improvement center for children with corrective reading problems. The California Reading Test was administered, indicating reading improvement for pupils involved in the teaching laboratory. The program developed a relaxed reading atmosphere for pupils, increased cooperation with area schools, and a cooperative in-service training program for reading instructors. (JB)

ED 075 416 SP 006 393
University of Tennessee--Cinch-Powell Student Teaching Project.

Tennessee Univ., Knoxville. Coll. of Education.

Pub Date 72

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cooperative Programs, *Field Experience Programs, *Practicum Supervision, *Preservice Education, *Rural Education, Student Teaching

Identifiers—*Distinguished Achievement Award Entry

The University of Tennessee--Cinch-Powell student teaching project was a cooperative effort between the College of Education at the university and the Cinch-Powell Educational Cooperative. The project was designed to accomplish three goals: a) meeting the needs of university students who desired to learn about the unique characteristics of rural schools and rural children, b) providing a vehicle by which innovative educational programs could be initiated, and c) providing competent teachers in rural areas. Participating student and cooperating teachers were volunteers. Student teachers took up residence in the area where their school was located. Cooperating teachers participated in supervision classes and workshops during the project. Reaction to the project was assessed through the positive feedback from student and cooperating teachers and from pupils. Results of the project included the initiation of innovative programs in the schools and the employment of student teachers in rural districts after completion of the project. (Author/BRB)

ED 075 417 SP 006 394
Elementary Teacher Training Specialization.

Quincy Coll., Ill.

Pub Date 72

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Early Childhood Education, *Elementary Education, Field Experience Programs, *Preschool Clinics, *Preservice Education, *Reading Clinics, *Special Education

Identifiers—*Distinguished Achievement Award Entry

This specialized teacher training program, submitted by Quincy College, Quincy, Illinois as an entry in the 1973 Distinguished Achievement Award Program, provided perspective teachers with increased opportunities and experiences in specific areas of competency. These areas were early childhood education and remedial reading. The Remedial Reading Center combined learning opportunities with practical experience in working with the testing and tutorial teaching of individual pupils. The Pre-School Learning Center offered student teachers practical training through participation in planning and directing learning experiences. The establishment of these centers provided opportunities for a) research in these fields; b) establishment of requirements for specializations found in team teaching and open-space instructional situations; and c) implementation of innovative, specialized programs. (BRB)

ED 075 418 SP 006 399
Project WE 1972-73: A Social System Approach to Training Leaders for Urban Schools.

Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.

Pub Date 72

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cooperative Planning, *Inservice Teacher Education, School Cadres, Teacher Interns, *Team Administration, *Team Teaching, *Team Training, *Training Techniques

Identifiers—*Distinguished Achievement Award Entry

This project proposed team teaching and cross-role training as alternatives to isolated individual teaching and teacher training. Project objectives were a) assessment of student benefit from cross-role teacher training and team formation, b) development of more effective procedures for training professional staff, and c) assessment of student achievement as related to the team concept. A sample team at Weequahic High School, New Jersey included three master teachers, eight teacher interns, eight teacher assistants and two administrators. The master teacher led a cadre of four interns and four assistants in developing

team teaching techniques. Interns were student teachers working toward their Ed.M. degrees; assistants were college seniors or parents supported in a college program. The administration consisted of one practicing and one prospective administrator; the prospective administrator acted as team liaison to the community, the school, and the university. In-service team teaching started in September 1972; results are to be analyzed in terms of attitude change, student evaluation, participant evaluation, and climate analysis. (Five tables of data are included.) (JB)

ED 075 419 SP 006 400
[Values: Freedom to Learn].

Elizabeth City State Univ., N.C.

Pub Date 72

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Inservice Teacher Education, *Paraprofessional School Personnel, Role Playing, Student Teachers, *Teacher Interns, *Teaching Methods

Identifiers—*Distinguished Achievement Award Entry

A teaching internship program for intermediate education (grades 4-9) majors in their third year was set up by three local universities in Washington County, North Carolina. The program was four-fold and consisted of a) a daily 2-week preservice training program, b) an in-service training program during the academic year, c) academic course work, d) student teaching. Preservice training consisted of simulated experience and role playing employing various teaching methodologies; the in-service full-time field contact provided real teaching experience prior to the final undergraduate semesters. Available results indicated positive responses from administrators, teachers, interns, students, and university personnel. (Program descriptions are attached.) (JB)

ED 075 420 SP 006 401
Case Study of Performance Based, Field Oriented Education at the University of Washington

1967-72.

Washington Univ., Seattle. Coll. of Education.

Pub Date 72

Note—237p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Field Experience Programs, Internship Programs, *Performance Based Teacher Education, *Performance Criteria, *Standards

Identifiers—*Distinguished Achievement Award Entry

This report details the results of a completed 4-year program developing performance-based field-oriented teacher education (TEFPO) at the University of Washington. It gives baseline designs for the establishment of TEFPO programs, and it discusses scheduling implications for students and faculty. The information in the appendixes (two-thirds of the document) covers program standards, reports, and formats of various TEFPO programs and performance criteria rating scales. (JB)

ED 075 421 SP 006 404
Sunn, Richard M.

The Effectiveness of Paraprofessional Students As Behavior Consultants to Teachers. Final Report.

Colorado State Univ., Ft. Collins. Dept. of Psychology.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-1-H-020

Pub Date Mar 73

Grant—OEG-8-71-0016(509)

Note—102p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavior Change, *Consultants, *Consultation Programs, *Graduate Students, *Paraprofessional School Personnel, Program Descriptions, Teacher Response

The primary objective was to determine whether untrained undergraduate students could become effective as behavior modification consultants to teachers. Students from different undergraduate majors were given 10 weeks of guided experiences in interviewing and program designing. This was followed by field experiences involving actual consultation with Headstart, preschool, or hearing and speech clinic cases. Students interviewed referral teachers for 1 hour, designed behavioral programs tailor-made for the

referral cases, then reconvened with the teachers to instruct them on the implementation of the programs. All programs were designed so as to be implemented by the teachers themselves with their own resources. Follow-up data indicated that such programs were successful in effecting the desired changes in the target children's behaviors. Project data include an outline for training paraprofessional students and data on selection measures. (An 11-item bibliography is included.) (Author)

ED 075 422 SP 006 405
Counselor Education: A Program in Functional Humanism.

Rhode Island Coll., Providence.

Pub Date 72

Note—91p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Counselor Evaluation, Counselor Performance, *Counselor Selection, *Counselor Training, *Graduate Study, *Human Relations Programs, *Performance Based Teacher Education

Identifiers—*Distinguished Achievement Award Entry

This report presents the 1973 Distinguished Achievement Award entry from the graduate program in counselor education at Rhode Island College—a performance-based program on effective selection, training, and evaluation procedures which leads to either a master's degree in counselor education (Ed.M.) or a Certificate of Advanced Graduate Study in Counselor Education. The report discusses the major areas of focus in the program: a) screening and selection of relevant criteria for the helping professions, b) effective program sequence for maximum student learning and growth, and c) written and practical evaluation procedures for determining student progress and program effectiveness. Course objectives, methods of instruction, evaluation techniques, and test materials are presented in Appendix A. The remaining appendixes include evaluation forms and brochures on the graduate program. (BRB)

ED 075 423 SP 006 406

Teacher Educational Experiences Program: An Affective-Based Program of Self-Selection for Undergraduate Teacher Candidates.

Saint Francis Coll., Fort Wayne, Ind.

Pub Date 72

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Objectives, *Preservice Education, Self Evaluation, *Student Centered Curriculum, *Student Interests, *Teacher Education Curriculum, Teaching Skills

Identifiers—*Distinguished Achievement Award Entry

The Teacher Educational Experiences Program (TEE) from St. Francis College, Fort Wayne, Indiana was a 1973 Distinguished Achievement Award entry. The program was based on the concept that prospective teachers should be provided with extensive opportunities to work and observe in formal and informal educational settings early in their academic career. The following goals of TEE were based on this concept: a) to provide student teachers with the opportunity to evaluate teaching as a profession and b) to provide participants from the educational community with the opportunity to observe systematically and evaluate student teachers. TEE was divided into three phases: Phase I consisted of coordinated seminars, workshops, and demonstrations; Phase II provided the students with the opportunity to investigate teaching skills and current trends in education; Phase III actively involved the teacher candidates in self-selected encounters. After completion of Phase III, the candidate determined his status in TEE. (The appendixes include information on the program resources and the rationale and a list of the participating faculty members. (Author/BRB))

ED 075 424 SP 006 407

Partners in the Education of Teachers: A Cooperative Program Between a College, a Small Rural School, and a Rural Community.

Southeastern State Coll., Durant, Okla.

Pub Date 72

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary Grades, *Elementary School Teachers, *Inservice Teacher Educa-

tion, Methods Courses, *Student Teaching, *Teacher Education

Identifiers—*Distinguished Achievement Award Entry

The Partnership in the Education of Teachers (PET), a cooperative venture between Southeastern State College and Colbert, a small disadvantaged rural school, was initiated to revitalize the college elementary teacher training program through earlier field experiences for students; on-the-spot observation, teaching, and consulting by the college faculty; and the restructuring of the traditional rural elementary school. The three components, faculty, students, and public school teachers, were dedicated to developing each child's psychomotor, cognitive, and affective domains. The program has resulted in the establishment of an ungraded primary school with a multimedia learning center, continuous inservice training for the Colbert teachers, and on-the-job experiences for various graduate and undergraduate students and student teachers. Increased relevancy between theory and practice has been gained by both faculty and students through the restructuring of certain required elementary methods courses and through interaction seminars in which the specific needs of rural children are discussed. Early exposure to the classroom has also been beneficial to the undergraduate student. (Author/JB)

ED 075 425 SP 006 408

Case Study of the Grand Rapids Public Schools.

Center for Educational Studies, Grand Rapids, Mich.

Pub Date 72

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Performance Contracts, *Research, *Research and Development Centers, *Research Coordinating Units, Sex Education, Special Education

Identifiers—*Distinguished Achievement Award Entry

The Center for Educational Studies is a cooperative research center jointly funded and governed by the Grand Rapids Public Schools and Western Michigan University. It developed out of the need for more sustained longitudinal research oriented toward practical teaching applications. Current research being carried out includes studies on sex education, individualization of instruction, and performance contracting in special education. (Organization charts and a budget analysis are included.) (JB)

ED 075 426 SP 006 410

Robin, Stanley S. Bosco, James J.

Ritalin for School Children: The Teachers' Perspective.

Spons Agency—Center for Educational Studies, Grand Rapids, Mich.

Pub Date 72

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attention, Attitudes, Behavior Change, *Behavior Problems, *Behavior Standards, *Drug Education, *Elementary School Teachers, Emotional Maladjustment, *Teacher Attitudes

Research in an urban public school system (Grand Rapids, Michigan) was conducted to determine teachers' view of Ritalin for school children. Three questions were addressed: what contact with and information about Ritalin do teachers have; what attitude do teachers express toward Ritalin; and what professional behaviors do teachers report in regard to Ritalin use in classrooms. One hundred fifty teachers were selected from Grand Rapids Public Schools as subjects and were administered a questionnaire determining general familiarity with and attitudes toward Ritalin. It was found that teachers' contact with Ritalin was extensive, but their knowledge about the drug was questionable. Teachers were cautiously accepting of Ritalin but were in conflict about its use and the inconsistencies involved therein. As professionals, teachers were shown to be relatively isolated from the medical profession, only receiving one-way communications about the drug from school system specialists. Implications of this study indicate the need for a coherent educational perspective regarding the use of Ritalin as a behavior modifier. (Nine tables of data are included.) (Author/JB)

ED 075 427 SP 006 421

A Personal-Professional Development Program for Prospective Classroom Specialists in Teacher Education.

Dayton Univ., Ohio.

Pub Date 72

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Inservice Teacher Education, *Preservice Education, *Teacher Educator Education, *Teacher Supervision

Identifiers—*Distinguished Achievement Award Entry

This report details program methods for training teaching professionals, selecting partner schools as training institutions for student teachers, and setting up laboratories to correlate theory and application. It describes a training program for classroom specialists and an undergraduate program of instruction for teacher trainees. The classroom specialist is described as a model and facilitator to the prospective teacher; the report lists his specific competencies and expected abilities. Appendixes are available on request. (JB)

ED 075 428 SP 006 430

Tennessee's Extension Food and Nutrition Education Program.

Tennessee Univ., Knoxville. Agricultural Extension Service.

Pub Date Jun 72

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Eating Habits, Food, Food Standards, *Home Economics Education, Low Income Groups, Lunch Programs, *Nutrition Instruction, Program Descriptions

Identifiers—Tennessee

The Extension Food and Nutrition Education program was set up by the University of Tennessee Agricultural Extension Service to assist low-income families in improving their diets. Carrying out the program on a one-to-one basis are 365 assistants who are taught the basics of nutrition by trained home economics extension agents. These assistants then go into the field and work with individual families providing knowledge, skills, and motivation to improve diets; assisting families with budgeting problems; disseminating information about institutional services and programs for the family; and helping families broaden the range of their homemaking skills. SPIFFY (Special Program in Food For Youth) groups that feed and teach children about nutrition are also available. (JB)

ED 075 429 SP 006 432

Screening Children for Nutritional Status: Suggestions for Child Health Programs.

Health Services and Mental Health Administration (DHEW), Rockville, Md. Maternal and Child Health Service.

Report No.—HSM-72-5603

Pub Date 71

Note—33p.

Available from—Superintendent of Documents U. S. Government Printing Office, Washington, D. C. 20402 (\$3.40)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Food, *Medical Evaluation, *Nutrition, *Preventive Medicine

This report details two screening programs aimed at determining childhood nutritional problems within a given community. Discussed in section I is a simplified screening approach which involves gathering information about the frequency of specific food stuffs and food nutrients in the community; obtaining family demographic and dietary information by interview; and determining stature, weight, and head size of each child. In section II a more detailed method is treated, which requires the gathering of specific demographic information about the community, a market analysis of local food stuffs, biographic data on the child, a dietary questionnaire for the family, and a physical examination specifically designed to detect nutritional deficiencies. Sample questionnaires and tables are included. (JB)

ED 075 430 SP 006 435

[Teacher Preparation Programs.]

Massachusetts Univ., Amherst. School of Education.

Pub Date 72

Note—128p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum Evaluation, *Education Courses, *Program Descriptions, *Teacher Education, *Teacher Education Curriculum, *Teacher Evaluation, Teacher Improvement
Identifiers—*Distinguished Achievement Award Entry

This report describes the basic assumptions and orientation of the Teacher Preparation Program Council (TPPC) in setting up its 24 alternative teacher preparation programs. TPPC guidelines for programs are reported, as are practical aspects of program development. A modular curriculum abolishing semester credits is described; 100 modules are roughly equivalent to 1 semester hour. Course length reportedly varies from 2 to 12 weeks. A follow-up study on employment status of TPPC graduates is presently underway. Nine appendices comprise 90 percent of the document. (JB)

ED 075 431 SP 006 437

TURN ABOUT: A Competency-Based Teacher Education Program.

Western Washington State Coll., Bellingham.

Pub Date 72

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community, *Inservice Teacher Education, *Laboratory Schools, *Preservice Education, Primary Education, *Student Teaching, *Teacher Education Curriculum
Identifiers—*Distinguished Achievement Award Entry

The project "Turn About" was initiated at Western Washington State College and Everett (Washington) Public Schools, 1971-1972. The major objectives of the program were to enlarge the learning outcomes of elementary school children and improve competency-based undergraduate and graduate teacher education in a portal school. Program leadership rested with five clinical professors and a director. These men were simultaneously responsible and accountable for the education of 525 elementary children (preschool to grade 5 and special education) and 58 full-time graduate and undergraduate students. The undergraduates were assigned to the school for three academic credits; the graduate students were fully certified teachers on professional leave, candidates for the Master of Education degree. A hoped-for spin-off of the program was parent and citizen involvement and the involvement of teachers and students of other institutions. Evaluations of the program and spin-off indicate cognitive gains in major content areas. (Appendices of this report include graduate and undergraduate course descriptions, lists, and objectives.) (JA)

ED 075 432 SP 006 438

An Innovative Program for Preparing Secondary School Teachers in Science and Mathematics Education.

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date 71

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Cultural Factors, *Preservice Education, Science Education, *Student Teaching, *Teacher Education, *Teaching Quality

Identifiers—*Distinguished Achievement Award Entry

The main objective of the Ohio State undergraduate program in Science and Mathematics, 1968-71, was to combine educational theory with classroom practice and to give preservice teachers experience in instructional and community settings at different grade levels. The program was divided into junior and senior levels. Emphasis during the junior year of the program was upon working with the individual pupil: first, as a tutoring one-to-one tutorial setting; then as a teacher in small-group activities; and finally, as an instructor of a class. The focus of the 2-quarter senior program was the socioeconomic setting and the effect of socioeconomic factors on the school: first, in a half-day teaching assignment divided in time between two schools in contrasting contexts (inner city, suburban); then, in a full-day teaching assignment in single school, usually one of those from the preceding quarter's experience. Observations and audio and video tapes were employed throughout the program to aid the preservice teachers in evaluating their professional

growth in classroom performance. Evaluation indicated that teachers prepared by the program were significantly better than conventionally prepared teachers. (Author/JA)

ED 075 433

SP 006 439

Gold, Milton J.

Hunter College TTT Program: Training the Teachers of Teachers Elementary Education.

City Univ. of New York, N.Y. Hunter Coll.

Pub Date Nov 72

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Education Courses, Elementary Education, Inservice Education, Laboratory Schools, *Preservice Education, *Teacher Education, *Teacher Education Curriculum, *Teacher Programs, Urban Schools

Identifiers—*Distinguished Achievement Award Entry, TTT Program

The Training the Teachers of Teachers Program at Hunter College is a program designed to train faculty and field personnel so that a more effective teacher education program can be implemented. Feedback from faculty, students, and a core of liberal arts and education faculty recruited for the program resulted in several changes. A new group of liberal arts courses including Spanish for communication with Spanish children, multiethnic courses (including art, music, urban affairs, and anthropology) for information relevant to inner-city teachers, and courses in basic curriculum were among the changes. A 4-year sequence of practicums was installed. Courses in community study were planned to help the student adapt to any community besides the inner city. Also, it was hoped that there would be immediate feedback for the faculty from and seminars and workshops as to their own teaching success. Evaluations of the program indicated many successes including successful recruitment from inner-city areas, especially of males, and a more effective relationship between the college and public schools. (Additional material and a video tape of the program is available at the American Association of Colleges for Teacher Education, Washington, D.C.) (JA)

ED 075 434

SP 006 441

Kaplan, Robert, Ed.

Answers to Health Questions in Physical Education.

American Association for Health, Physical Education, and Recreation, Washington, D.C.; American Medical Association, Chicago, Ill.

Pub Date 70

Note—45p.

Available from—American Medical Association, 535 North Dearborn St., Chicago, Ill. 60610 or American Association for Health, Physical Education and Recreation, 1201 16th St., N.W., Washington, D.C. 20036 (\$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Athletic Programs, Dietetics, Diseases, *Hygiene, Injuries, *Physical Education, *Physical Fitness, Physical Recreation Programs

Culled from the answers of physical education teachers and coaches, this booklet attempts to indicate the scope of health problems and suggests some directions which the solutions may take. It is divided into three parts. Part 1, Health and Safety in Activity Programs, answers questions on first aid, excused absences, and desirability of competition for girls, and contact lenses in physical education classes. Part 2, Nutrition and Stimulants, discusses diet, water and exercise, smoking, and pep pills, while Part 3 is on infections and disease. A selected bibliography is provided. (JA)

ED 075 435

SP 006 443

Strand I: Physical Health. Sensory Perception for Grades K-3.

New York State Education Dept., Albany. Curriculum Development Center.

Pub Date [65]

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *Health Activities Handbooks, *Health Education, Health Guides, Human Body, Physical Examinations, *Primary Education, *Sensory Training

GRADES OR AGES: Kindergarten to grade 3. SUBJECT MATTER: Sensory perception, its structure, function, and care. ORGANIZATION

AND PHYSICAL APPEARANCE: One section with four-column pages. OBJECTIVES AND ACTIVITIES: The material is divided into columns of reference-to-be-given, major understanding and concept desired, suggested teaching aids, and supplementary information for teachers. INSTRUCTIONAL MATERIALS: List of books, pamphlets, films, and filmstrips are appended. STUDENT ASSESSMENT: None provided. OPTIONS: None provided. (JA)

ED 075 436

SP 006 444

Strand I: Physical Health. Sensory Perception. Health Curriculum Materials Grades 4, 5, 6.

New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.

Pub Date 70

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *Health Activities Handbooks, *Health Education, Health Guides, Physical Examinations, Physical Health, *Primary Education, *Sensory Training

GRADES OR AGES: Grades 4, 5, and 6. SUBJECT MATTER: Sensory perceptions, the organs involved, and eye and hearing care. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into six different sectional steps organized around a gradual, ascending understanding of the sense organs. OBJECTIVES AND ACTIVITIES: The material is divided into columns of reference-to-be-given, major understanding and concepts intended, suggested teaching aids, and supplementary information for teachers. INSTRUCTIONAL MATERIALS: Lists of books, pamphlets, films, and filmstrips are appended. STUDENT ASSESSMENT: None provided. OPTIONS: None provided. (JA)

ED 075 437

SP 006 445

Strand I: Physical Health. Sensory Perception. Health Curriculum Materials Grades 7, 8, 9.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 70

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *Health Education, *Instructional Aids, *Junior High School Studies, *Sensory Aids, *Visual Perception

GRADES OR AGES: Grades 7-9. SUBJECT MATTER: Physical Health, Sensory Perception. ORGANIZATION AND PHYSICAL APPEARANCE: The format consists of four columns: a basic context guide for teachers, a listing of major understandings and fundamental concepts which children can achieve, resource materials for classroom teachers, and supplementary information. OBJECTIVES AND ACTIVITIES: The program aims at educating pupils about sensory perception in order that they may better care for their senses and prevent sensory disorders. INSTRUCTIONAL MATERIALS: Questions and suggestions are provided on the use and misuse of sunglasses. A list of multimedia resources dealing with sensory perception is given. STUDENT ASSESSMENT: No provision is made. OPTIONS: The guide is suggestive only. (JB)

ED 075 438

SP 006 446

A Master's Degree Program for the Teaching of Culturally and Educationally Deprived Children and Youth.

Western Michigan Univ., Kalamazoo.

Pub Date 67

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Camping, *Disadvantaged Groups, *Masters Degrees, Program Descriptions, *Sensitivity Training, *Teacher Evaluation, *Teacher Programs

Identifiers—*Distinguished Achievement Award Entry

This report presents a master's degree program for the teaching of underprivileged children. It offers a program consisting of preservice involvement with the disadvantaged, informal seminars, teaching and camp counseling, fellowship to acquaint the faculty with the poor, sensitivity groups to enhance teacher effectiveness, and an evaluation indicating student preparedness for working with underprivileged children. Two appendices presenting budget and student comment are included. (JB)

ED 075 439 SP 006 448

Blumberg, Arthur Perry, Roger

A Comparison of Human Relations Problem Diagnostic Tendencies of Elementary and Secondary Teachers.

Pub Date [71]

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Communication, *Interpersonal Relationship, Questionnaires, *Student Teacher Relationship, Teacher Attitudes, Teacher Background, Teacher Orientation, *Teacher Response, *Teacher Role, *Teaching Styles

The role of a teacher is that of a person who must deal with the socio-emotional demands of a system; foremost in this is the teacher-student relationship. To gauge the differences between secondary and elementary school teachers in these relationships, a revised version of the Problem Analysis Questionnaire (1960) was used. Eighty-one teachers, 38 secondary and 143 elementary, completed the questionnaire which was centered on a problem with a student that had no satisfactory solution. The results showed the secondary school teachers scored higher on all levels than the elementary teachers. This implies that the secondary teachers were more aware of interpersonal teacher-pupil conflicts. The greater responsibility of a teacher in secondary schools, the greater interdependence in the secondary school system, where communication is an issue, probably contribute to this result. Also, the culture of secondary schools provides more grounds for adult-adult interaction than the culture of elementary schools which is family-like. The results indicate that teachers should respond to the organizational and human context within which they work. (JA)

ED 075 440 SP 006 455

Programa De Educacion Interamericana.

Texas A and M Univ., College Station.

Pub Date Nov 69

Note—19p.; Summary prepared for the American Association of Colleges for Teacher Education, November 1969

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Foreign Culture, *Instructional Aids, Program Descriptions, Scripts, *Slides, *Teacher Education, *Travel

Identifiers—*Distinguished Achievement Award Entry

PROGRAMA DE EDUCACION INTERAMERICANA is a project of Texas A&M University in liaison with the Bryan Independent School District. The objectives of the program are to improve the knowledge and understanding of Texas teachers and students about other American cultures. Study teams of educators research and, in midsummer, travel to selected countries. (Past trips have included Argentina, Canada, Haiti, and Brazil.) On their return, reports are made and instructional programs of slides, movies, and tapes are developed for circulation throughout Texas and later to other states. The program contributes to teacher education in that the 98 participating teachers experienced an immersion in the 27 countries visited that would have been impossible if they had traveled as individuals. (Included with this report are the script of a slide presentation entitled "What is PROGRAMA?" and a list of study aids produced by PROGRAMA.) (JA)

ED 075 441 SP 007 338

Physical Science-Supplement: Project Oriented.

Nederland Independent School District, Tex.

Pub Date Jun 70

Note—58p.

Available from—Curriculum Office, P.O. Box 908, Nederland, Texas 77627 (\$3.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Curriculum Guides, Low Ability Students, *Physical Sciences, *Slow Learners
GRADES OR AGES: No mention; appears to be for secondary grades. SUBJECT MATTER: Physical sciences for slow learners. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into 11 units, each of which is further subdivided into several chapters. Each chapter is laid out in three columns; column headings are concepts, content, and activities. The guide is mimeographed and spiral-bound with a paper cover. OBJECTIVES AND ACTIVITIES: No specific objectives are mentioned. Each

activity or group of activities in a chapter is related to a specific concept. Most activities consist of simple laboratory experiments to be demonstrated by the teacher. A few of the experiments are to be done by students with the aid of the teacher. Textbook assignments are coordinated with specific demonstrations. INSTRUCTIONAL MATERIALS: Very few materials are listed, other than those needed for laboratory demonstrations. These are listed with each experiment. Some chapters coordinate films with other activities. STUDENT ASSESSMENT: No mention. (RT)

ED 075 442 SP 007 362

Boeser, Robert And Others

A Program for Students with Learning Difficulties. Social Studies; Ten, Eleven, and Twelve.

Bloomington Public Schools, Minn.

Pub Date Jun 69

Note—200p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Guides, Grade 10, Grade 11, Grade 12, *Learning Difficulties, *Secondary Education, *Social Studies, *Social Studies Units

GRADES OR AGES: 10th, 11th, and 12th grades. SUBJECT MATTER: Social Studies. ORGANIZATION AND PHYSICAL APPEARANCE: This guide is divided into three color-coded sections corresponding to each grade level. Introductory material for each section includes objectives of the course, concepts based upon course objectives, and an orientation to the program. Material for each section is developed for students with learning difficulties. Orientation material precedes each section. Each unit of study is divided into problem, activities, and materials. OBJECTIVES AND ACTIVITIES: Objectives are listed for each section under objectives of the Course. Activities are briefly suggested for each unit. INSTRUCTIONAL MATERIALS: Records, films, filmstrips, transparencies, and books are listed in each unit under Materials. STUDENT ASSESSMENT: No provision is made for evaluation. (MJM)

ED 075 443 SP 007 400

A Resource Bulletin for Home Economics. Grade 9.

Baltimore County Public Schools, Towson, Md.

Pub Date 70

Note—161p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Child Development, *Curriculum Guides, Foods Instruction, *Grade 9, *Home Economics, *Home Economics Education, *Home Economics Skills, Textiles Instruction

GRADES OR AGES: Grade 9. SUBJECT MATTER: Home Economics. ORGANIZATION AND PHYSICAL APPEARANCE: The introductory material indicates the goals of the home economics program, competencies needed by adolescents, the nature of home economics for grades 8 and 9, and suggested time allotments. The main text is divided into seven sections: effective use of instructional techniques, food and nutrition—directing laboratory experiences, food and nutrition, textiles and clothing, child development, family health, and careers in home economics. Each section contains the scope of content, suggestions for activities, and resources. OBJECTIVES AND ACTIVITIES: The objectives for each section are listed under Scope of Content. Activities are suggested in detail. INSTRUCTIONAL MATERIALS: Books are listed under Resources. STUDENT ASSESSMENT: No provision is made for evaluation. (MJM)

TM

ED 075 444 TM 002 451

Baird, Leonard L.

Focusing on Measures of College Environments.

College Entrance Examination Board, New York, N.Y.

Pub Date 73

Note—8p.

Journal Cit—College Board Review; n86 p1-8, Winter 1972-73

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Environment, College Students, *Environmental Influences, *Evaluation Techniques, *Guides, *Measurement Instruments

A description of several different approaches used to obtain information about college environments is given. Those seeking such information include high school seniors, college administrators, student personnel workers, counselors, and college presidents. Guides published detailing this information include the "American Universities and Colleges," which includes basic factual information on more than 1,250 institutions; and the "College Handbook," which includes similar information, plus detailed information about the academic ability of incoming freshmen. Another source of information centered around Pace's assessing the personality needs of an individual and the pressures of his environment which influence his behavior. Another attempt is Astin's stimulus approach. It is concluded that environmental measures need to be tied more closely to theory and to practice. (CK)

ED 075 445 TM 002 522

Goolsby, Thomas M., Jr., Comp.

Invitational Conference on Measurement in Education; Proceedings of the Eleventh Southeastern Conference (December 8-9, 1972). Pre-Session.

Georgia Univ., Athens. Coll. of Education.

Spons Agency—Harcourt Brace Jovanovich, Inc., New York, N.Y. Test Dept.

Pub Date Dec 72

Note—48p.; Papers presented at pre-session of Southeastern Invitational Conference on Measurement in Education (11th, Athens, Georgia, December 8, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, Educational Needs, Educational Planning, Educational Policy, *Educational Research, *Evaluation, *Measurement, Speeches, Teacher Education

Three papers presented at the pre-session to the 11th Invitational Conference on Measurement in Education are provided. These papers are: "Public Schools in Transition... One Student Body, Its Needs and Directions" by George R. Rhodes, Jr., "Man to Mankind: The International Dimension of Teacher Education" by David G. Imig, and "Measurement for the Purpose of Evaluation" by D. E. Hinkle. (For related documents, see TM 002 523-539, 541-547. (DB))

ED 075 446 TM 002 523

Rhodes, George R., Jr.

Public Schools in Transition... One Student Body, Its Needs and Directions.

Pub Date 8 Dec 72

Note—9p.; Paper presented at pre-session of Southeastern Invitational Conference on Measurement in Education (11th, Athens, Georgia, December 8, 1972)

Available from—Not available separately; see TM 002 522

Document Not Available from EDRS.

Descriptors—Administrator Attitudes, *Administrator Role, Changing Attitudes, *Discriminatory Attitudes (Social), Integration Effects, Negro Students, Racial Discrimination, Racial Integration, *School Integration, Speeches, *Student Attitudes, Teacher Attitudes, *Teacher Role

The emotionalism surrounding racial integration of schools has intensified resistance to the expansion of integration and perhaps altered the timetable for the complete integration of schools in America. The student, the subject of the controversy and the ultimate recipient of its outcome, is too often overlooked. The black student is thrust into a foreign environment as a test subject and is forced to question the value of the education he previously received. Too often black students who fail the difficult adjustments necessary in an integrated school are labeled disinterested or unable; teachers and administrators have a responsibility to make the adjustment as easy as possible for him. Their assumptions and reactions to first problems set the tone for the school. It is the principal's job to make the new students feel welcome and to see that the faculty also follows this policy. Principal and faculty should convince students to change their "wait and see" attitude to a more positive one. Disinterest differs from prejudice or active discrimination, and changing a disinterested attitude is a simpler task. It is the administrator's job to see that there is an exchange of ideas between himself and students; only in this way can he make the school truly integrated. All students can benefit from integration; becoming aware of and attempting to understand each other's differences

150 Document Resumes

and similarities can provide valuable lessons in psychology and add spice to life. (For related documents, see TM 002 522 and 524-525.) (KM)

ED 075 447 TM 002 524

Imig, David G.

Man to Mankind: The International Dimension of Teacher Education.

Pub Date 8 Dec 72

Note—16p.; Paper presented at pre-session of Southeastern Invitational Conference on Measurement in Education (11th, Athens, Georgia, December 8, 1972)

Available from—Not available separately; see TM 002 522

Document Not Available from EDRS.

Descriptors—Cross Cultural Training, Developing Nations, *Educational Change, Educational Improvement, Educational Philosophy, *Educational Responsibility, Higher Education, Inservice Teacher Education, *International Education, *Social Change, Social Problems, Speeches, *Teacher Education, Teacher Educator Education, Teacher Role

Society no longer can afford schools that are passive or neutral about the social exigencies of contemporary mankind nor teachers unaware of the problems and issues confronting modern man. We need a philosophy of education that overcomes the present dichotomy between schooling and life with a commitment to accept the reality of a society that encompasses all mankind. Due to the explosive changes in society in this century, older forms of authority are loosening their grip as the young, disenfranchised, colonized and discriminated react against their domination. The growing global interdependence of humanity is manifested in an expanding volume of world-wide human interaction, an expanding network of cross-national organizations, an increasing similarity in mankind's social behavior and institutions, and the internationalization of social problems. But there can be little hope for mankind until the growing chasm between the rich and the poor of the world is bridged. Teacher education is one point around which major efforts must be concentrated so that a philosophy encompassing a world view can find its way into American education. But in spite of their potential for influencing the direction of educational change, schools and colleges of education have made too little international impact on their students. The cultural lag of middle-class educators is a prominent reason for education's inability to cope with emerging social needs. New, more realistic, and more sensitive teacher preparation programs and inservice teacher education programs are needed. (For related documents, see TM 002 522-523 and 525.) (KM)

ED 075 448 TM 002 525

Hinkle, D. E.

Measurement for the Purpose of Evaluation.

Pub Date 8 Dec 72

Note—15p.; Paper presented at pre-session of Southeastern Invitational Conference on Measurement in Education (11th, Athens, Georgia, December 8, 1972)

Available from—Not available separately; see TM 002 522

Document Not Available from EDRS.

Descriptors—Curriculum Evaluation, Evaluation Criteria, *Evaluation Methods, Evaluation Needs, Evaluation Techniques, *Measurement Techniques, Models, Program Evaluation, *Research Methodology, Speeches

The terms "measurement" and "evaluation" have been frequently defined and confused. Three of the most common definitions of evaluation are that it is identical to measurement, that it is "determining the congruence between performance and objectives," and that it is a matter of professional judgment. The goal of evaluation is to provide decision-makers with information relevant to the selection, adoption, support, and worth of educational materials and activities. Technical, conceptual, and operational problems surround evaluation and evaluation methodology. The traditional experimental research design is inappropriate for evaluation, and a need for more evaluation theory and better measurement instruments exists. Evaluators have had trouble conceptualizing the nature of the educational programs and evaluation itself. Objectives must be stated in terms amenable to measure and, subsequently, evaluation. An expanded version of the CIPP Model details thirty steps to be followed in

planning and executing an evaluation design. The method incorporates all of the above-mentioned definitions of evaluation and fulfills its goal of providing relevant information to decision-makers. A bibliography is provided. (For related documents, see TM 002 522-524.) (KM)

ED 075 449 TM 002 526

Goolsby, Thomas M., Jr., Comp.

Invitational Conference on Measurement in Education; Proceedings (of the) Eleventh Southeastern Conference (December 8-9, 1972). Session I.

Georgia Univ., Athens. Coll. of Education.

Spons Agency—Harcourt Brace Jovanovich, Inc., New York, N.Y. Test Dept.

Pub Date 8 Dec 72

Note—211p.; Papers presented at Session I of Southeastern Invitational Conference on Measurement in Education (11th, Athens, Georgia, December 8, 1972)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—American Indians, *Conference Reports, *Disadvantaged Youth, *Educational Research, *Measurement, Mental Retardation, Negro Students, School Integration, Special Education, Speeches

Eleven papers presented at Session I of the 11th Invitational Conference on Measurement in Education are provided. This session focused on special education subgroups, especially the disadvantaged. Particular emphasis was placed on mental retardation, American Indian education, school desegregation, and the gifted disadvantaged black. The eleven papers are: "Hazards in Research Involving Minorities" by Junius A. Davis, "The Self Concept of Mental Retardates: Some Problems of Assessment" by John L. Shultz, "Non-Cognitive Development of Mentally Retarded Children" by Bert O. Richmond, "Assessment of Motor Learning Through Mathematical Analysis" by Ernest L. Bundschuh and Susan J. Gooch, "Evaluating Achievement of the Mentally Retarded: A Comprehensive Process" by Andrew L. Shotick, "Measurement and Testing Considerations for Native American Education" by Joseph D. Blanchard, "School Desegregation - The Problem" by Milton Hill, "Perspectives of School Desegregation in the Southeast" by Morill M. Hall and Harry B. Williams, "Identification of Gifted and Creative Children and Youth Among Black Disadvantaged Groups" a symposium, "The Prediction of Achievement Means of Schools from Non-School Factors Through Criterion Scaling" by Tom C. Innes, and "Information Feedback Systems (IFS) and Educational Goals" by William F. White. (For related documents, see TM 002 522-525, 527-547.) (KM)

ED 075 450 TM 002 527

Davis, Junius A.

Hazards in Research Involving Minorities.

Pub Date 8 Dec 72

Note—19p.; Paper presented at Session I of Southeastern Invitational Conference on Measurement in Education (11th, Athens, Georgia, December 8, 1972)

Available from—Not available separately; see TM 002 526

Document Not Available from EDRS.

Descriptors—American Indians, College Programs, *Compensatory Education Programs, Culture Conflict, Disadvantaged Youth, Interviews, Mexican Americans, *National Surveys, Negro Students, *Program Effectiveness, Program Evaluation, Speeches, *Student Attitudes, *Student Opinion

A survey was conducted by the Educational Testing Service to evaluate the impact of federally supported college programs for disadvantaged students. The purposes were to identify successful programs and learn what factors were associated with effectiveness, using student-centered criteria of success, satisfaction and continuance in school. A national sample of 120 institutions was used. A questionnaire was designed to avoid cultural bias. Arrangements were made to nominate interested students from target groups to be trained, returned to campus to conduct interviews on their own terms, and reconvened with researchers to discuss findings. Several hazards were encountered: (1) labeling—any term devised to describe disadvantaged groups eventually takes on negative, pejorative connotations; (2) many students would not participate in the study unless their ethnic group was allowed to conduct and control the study (an ef-

fort was made to stop the survey nationwide through nonparticipation); (3) many students distrusted any study or questionnaire devised by ETS, which is seen as a primary perpetrator of the discriminatory system; (4) students trusted researchers of their own ethnic group even less than white researchers, seeing them as having been totally assimilated into the majority at the expense of their ethnic identity. It is suggested that social scientists must find some successful way of dealing with minority students if they are to survive as researchers. (For related documents, see TM 002 526, 528-541.) (KM)

ED 075 451 TM 002 528

Shultz, John L.

The Self Concept of Mental Retardates: Some Problems of Assessment.

Pub Date 8 Dec 72

Note—10p.; Paper presented at Session I of Southeastern Invitational Conference on Measurement in Education (11th, Athens, Georgia, December 8, 1972)

Available from—Not available separately; see TM 002 526

Document Not Available from EDRS.

Descriptors—Interviews, Mentally Handicapped, *Mental Retardation, Need Gratification, Psychological Needs, *Self Concept, *Self Concept Tests, Self Esteem, Speeches

The definition of self-concept used here is "the person's view of himself," which is bound to the person's transactions with significant others in his environment. The two sources of data about the self-concept are the subject and the observer, each with his own biases. In inventories and checklists, Ss are limited to the statement given them. In interpersonal assessment, E interprets Ss self-concept from his own frame of reference, but this method is recommended as best eliciting the Ss view of himself in his own words. These generalizations are drawn from recent experience with mental retardates: (1) mental retardation is an ascribed status with an elaborate set of roles; and (2) there is a kind of mythology implicit in caretakers' behavior toward persons labeled with MR. These attitudes undermine the mental retardate's effort to develop a positive self-concept. If, as has been maintained, power (influence and control over others), significance (ability to receive affection and attention from others), competence and worthiness are the sources of positive feeling about oneself, and if one is dependent upon others for gratification of these needs, the poor self-concept typical of MRs is all that can be expected under their present treatment. Many of the struggles with MRs are power struggles; possibly MRs want to have more control and not be treated as inferiors. Empirical data are needed regarding self-concept and the mentally retarded. (For related documents, see TM 002 526-7, 529-541.) (KM)

ED 075 452 TM 002 529

Richmond, Bert O.

Non-Cognitive Development of Mentally Retarded Children.

Pub Date 8 Dec 72

Note—11p.; Paper presented at Session I of Southeastern Invitational Conference on Measurement in Education (11th, Athens, Georgia, December 8, 1972)

Available from—Not available separately; see TM 002 526

Document Not Available from EDRS.

Descriptors—*Conservation (Concept), *Creativity, *Intelligence Level, Mentally Handicapped, *Mental Retardation, Perceptual Motor Coordination, *Self Concept, Speeches, Tables (Data), Technical Reports

Identifiers—Concept Assessment Kit, Draw A Line Test, Stanford Binet, Torrance Tests of Creative Thinking, Wechsler Intelligence Scale for Children

Although they have limited academic ability, mentally retarded children may be quite adept at social interaction or physical, artistic, or other tasks. Research was conducted to examine the creative, self-concept, and impulsive characteristics of MR pupils and to examine and compare, as to age and intellectual development, the performance of both TMR and EMR pupils on Piagetian tasks of conservation. Tests were administered to investigate four factors of divergent thinking and self-esteem (in which EMR scores were compared with groups of non-retarded children) and the relationships among intellectual

ability, conservation skills, and impulse control (in which EMR and TMR scores are compared). The following conclusions were drawn from results: (1) EMR children express creativity in a fashion nearly as effective as that of children of higher intelligence; (2) EMR pupils exhibit lower estimates of self-worth than do more advantaged learners. However, the self-concept of EMR pupils may differ little from that of similarly disadvantaged pupils (such as black pupils in newly integrated classes); (3) in this MR sample, impulse control appears positively related to intellectual ability; and (4) in this MR sample, there were positive relationships between performance on intellectual, conservation, and impulse control tasks. (For related documents, see TM 002 526-528, 530-541.) (KM)

ED 075 453 TM 002 530

Bundschuh, Ernest L. Gooch, Susan J.
Assessment of Motor Learning Through Mathematical Analysis.

Pub Date 8 Dec 72

Note—4p.; Paper presented at Session I of Southeastern Invitational Conference on Measurement in Education (11th, Athens, Georgia, December 8, 1972)

Available from—Not available separately; see TM 002 526

Document Not Available from EDRS.

Descriptors—Data Analysis, *Mathematical Concepts, *Perceptual Motor Learning, Performance Tests, *Scoring Formulas, Speeches, Tables (Data)

The basic assumption underlying the assessment of motor learning through mathematical analysis is that motor learning behaves exponentially when described as a function of practice time. It is assumed that motor learning will continuously taper off (minimizing errors) with increased practice and eventually approach as asymptote. Although many mathematical functions may describe this tapering off, previous experiences, both theoretical and experimental, have demonstrated that exponential function has been most appropriate for describing motor learning. The formula for the performance score, the sequence employed for obtaining a curve analysis of the data, and an example of the computations for the derivation of the learning curves are given. (For related documents, see TM 002 526-529, 531-541.) (KM)

ED 075 454 TM 002 531

Bundschuh, Ernest And Others

Review of Motor Development, Perceptual-Motor and Physical Fitness Testing.

Pub Date 8 Dec 72

Note—4p.; Paper presented at Session I of Southeastern Invitational Conference on Measurement in Education (11th, Athens, Georgia, December 8, 1972)

Available from—Not available separately; see TM 002 526

Document Not Available from EDRS.

Descriptors—Diagnostic Tests, Mental Retardation, *Motor Development, Perception Tests, Perceptual Development, *Perceptual Motor Coordination, Performance Tests, *Physical Fitness, Rating Scales, Screening Tests, Speeches, *Test Reviews

Tests of motor development, perceptual-motor coordination, and physical fitness, for the retarded and non-retarded, are reviewed regarding their usage and administration. The tests reviewed are the: Denver Developmental Screening Test, Bayley Scales of Infant Development, Dayton Sensory Motor Awareness Survey, Minnetonka Physical Performance Readiness Test, Trainable Mentally Retarded Performance Profile, Special Diagnostic Battery of Recreative Functioning, Lincoln-Oseretsky Motor Development Scale, Berk-Oseretsky Adaptation of the Lincoln adaptation, Test of Motor Impairment, Marianne Frostig Developmental Test of Visual Perception, Pontiac Kindergarten Perceptual Motor Screening Test, Project Genesis Perceptual Motor Screening Test, Rail Walking Test, Purdue Perceptual-Motor Rating Scale, Kraus-Weber Tests of Minimum Muscular Fitness, Physical Fitness Test Battery for Mentally Retarded Children, Special Fitness Test, and Youth Fitness Test. (For related documents, see TM 002 526-530, 532-541.) (KM)

ED 075 455 TM 002 532
Children's Physical Developmental Scale.

Pub Date 8 Dec 72

Note—5p.; Part of paper presented at Session I of Southeastern Invitational Conference on Measurement in Education (11th, Athens, Georgia, December 8, 1972)

Available from—Not available separately; see TM 002 526

Document Not Available from EDRS.

Descriptors—Performance Criteria, *Performance Tests, *Physical Development, Physical Fitness, *Tests

A scale for measuring children's physical development for physical education/recreation base line data evaluation is provided. Twenty-seven physical tasks constitute the scale, with criteria for acceptable performance given for each. The number of trials permitted for each task is also provided. (For related documents, see TM 002 526-531, 533-541.) (KM)

ED 075 456 TM 002 533

Shotick, Andrew L.

Evaluating Achievement of the Mentally Retarded: A Comprehensive Process.

Pub Date 8 Dec 72

Note—11p.; Paper presented at Session I of Southeastern Conference on Measurement in Education (11th, Athens, Georgia, December 8, 1972)

Available from—Not available separately; see TM 002 526

Document Not Available from EDRS.

Descriptors—*Achievement Tests, Low Achievement Factors, Measurement Goals, Mentally Handicapped, *Mental Retardation, *Performance Factors, *Predictive Ability (Testing), Predictive Measurement, Predictor Variables, Speeches

Several factors should be considered in using standardized tests to measure achievement in the mentally retarded. Who should be included in the normative sample is a first consideration; this depends on the definition of mentally retarded being used. For achievement purposes the mentally retarded probably differ from one another as much as they do from the non-retarded. Some researchers have often reported significant correlations between some tests used to predict achievement and the actual level of academic performance of mental retardates. But other studies have shown that many non-intellect factors account for most of the variance in academic achievement. Therefore it is suggested that achievement test results should be used with caution in predicting future achievement for a mental retardate. Standardized achievement tests sample attainment across a hierarchy of difficulty; the assumption is made that the response to particular items adequately samples the subject's total response capability. But special education classes often emphasize activities other than academic achievement, may work in teacher-constructed units representing a lateral rather than vertical level of learning, and emphasize remediation, another example of lateral achievement that an achievement test may not show. (For related documents, see TM 002 526-532, 534-541.) (KM)

ED 075 457 TM 002 534

Blanchard, Joseph D.

Measurement and Testing Considerations for Native American Education.

Pub Date 8 Dec 72

Note—56p.; Paper presented at Session I of Southeastern Invitational Conference on Measurement in Education (11th, Athens, Georgia, December 8, 1972)

Available from—Not available separately; see TM 002 526

Document Not Available from EDRS.

Descriptors—*American Indians, *Civil Rights, Criterion Referenced Tests, Cultural Differences, Educational Objectives, *Educational Policy, Program Evaluation, Social Values, Speeches, Student Evaluation, *Student Rights, *Testing

Some of the general considerations and requirements for the establishment of a testing policy and procedures for a large education system are presented. Testing policy is considered necessary to establish a common understanding of the position of testing in the education program, the facilitation of the use of tests for academic gain, and to protect the civil and legal rights of all students, minority group students in particular. The following areas are discussed: (1) scope; (2) guidelines and assumptions; (3) stu-

dent testing and program evaluation; (4) tests and Indian education objectives; (5) testing as feedback; (6) tests and student rights—multiple approaches to behavior sampling, the Indian student, human and civil rights, the use of criterion-referenced tests; (7) the relationship of tests to social values—fundamental postulate, social policy corollary, human potentiality and actuality, absolutism as irrational defense corollary, English language corollary, law of multiple effect corollary; and (8) testing policy factors—introduction, the Indian student as culturally dependent, the Indian student as developmentally human, English language proficiency, bilingual/bicultural programs, the requirement for special training and personnel requirements for testing, the requirement for a BIA-wide policy. A bibliography of 17 items is provided. (For related documents, see TM 002 526-533, 535-541.) (KM)

ED 075 458 TM 002 535

Blanchard, Joseph D.

The Testing of Native Americans.

Pub Date 8 Dec 72

Note—28p.; Paper presented at Session I of Southeastern Invitational Conference on Measurement in Education (11th Athens, Georgia, December 8, 1972)

Available from—Not available separately; see TM 002 526

Document Not Available from EDRS.

Descriptors—*American Indians, Civil Rights, Criterion Referenced Tests, Educational Objectives, *Educational Opportunities, *Educational Policy, Norm Referenced Tests, Program Evaluation, Self Evaluation, Speeches, Student Evaluation, *Student Rights, *Testing

The Bureau of Indian Affairs Task Force on Testing has developed a testing policy to aid Native American students in securing quality education and to improve the quality of the Bureau's educational programs. The Task Force reached the conclusion that most if not all commercially available standardized or norm-referenced tests unfairly discriminate against the Native American in such a manner as to deprive him of equal education opportunity and the subsequent denial of equal opportunity in pursuing higher education and the attainment of economic freedom and security. The testing policy is based on two primary positions: that standardized tests developed on population norms, having as their primary purpose the ranking of students on inferential scales so they may be compared with one another, should be phased out, except as specified; and that criterion-referenced tests tied to curriculum content and integral with educational and behavioral objectives become the tests of choice. The conclusion concerning norm-referenced tests was based on findings that their potential for misuse and subsequent harm outweigh their positive value, especially in light of their lack of utility in educational prescription, classroom strategies, and visibility on behavioral objectives achievement. The new policy is student-centered, protects the rights of students, allows the use of standard and clinical tests for diagnostic purposes, and provides for program and student self-evaluation. (For related documents, see TM 002 526-534, 536-541.) (KM)

ED 075 459 TM 002 536

Hill, Milton

School Desegregation: The Problem.

Pub Date 8 Dec 72

Note—11p.; Paper presented at Session I of Southeastern Invitational Conference on Measurement in Education (11th, Athens, Georgia, December 8, 1972)

Available from—Not available separately; see TM 002 526

Document Not Available from EDRS.

Descriptors—*Administrative Problems, Administrator Responsibility, Discriminatory Attitudes (Social), *Racial Discrimination, *School Administration, *School Integration, Speeches, Student School Relationship, Teacher Responsibility

In the process of school desegregation, many new and continuing problems have been illuminated. The problems fall into the general categories of interpersonal relations, communication between the races, new administrative arrangements, identification with the new schools and system rather than the former ones, inadequate instructional programs and organization, staff assignment and development, power struc-

tures and decision-making, and new forces for educational and social change. Minority students in integrated schools often find that tracking and grouping practices sometimes result in resegregation within schools, that teachers have difficulty relating to them, that discipline is not always exercised impartially, and that barriers exist to full participation in extracurricular activities. It is recommended that administrators, teachers, counselors, and other school personnel receive training in recognizing the harm these problems cause, in avoiding those problems that can be avoided, in trying to improve communication and understanding, and in helping students in these areas. (For related documents, see TM 002 526-535, 537-541.) (KM)

ED 075 460 TM 002 537
Hall, Morrill M.

Perspectives of School Desegregation in the Southeast.

Pub Date 8 Dec 72

Note—5p.; Paper presented at Session I of Southeastern Invitational Conference on Measurement in Education (11th, Athens, Georgia, December 8, 1972)

Available from—Not available separately; see TM 002 526

Document Not Available from EDRS.

Descriptors—Boards of Education, *Community Involvement, *Decision Making, *Educational Policy, Racial Integration, School Administration, *School Integration, Speeches, Student Participation, Teacher Participation

The future of public education depends upon our ability to effectively involve all segments of the population in the ongoing decisions related to education. This is necessary in spite of the difficulties of involving people effectively in an organization that has traditionally never been concerned about dissenting opinion. Effective ways of working with teachers, students, and the community must be found. In particular, ways must be found of utilizing fully the newly integrated Boards of Education and advisory committees. It is predicted that the public education system is on the verge of becoming the best it has ever been, that the support of public education will increase as most of the private schools established purely for segregation close, and that the showcase of education for the next 20 or 30 years will be the Southeast. (For related documents, see TM 002 526-536, 538-541.) (KM)

ED 075 461 TM 002 538
Williams, Harry B.

Perspectives of School Desegregation in the Southeast.

Pub Date 8 Dec 72

Note—3p.; Paper presented at Session I of Southeastern Invitational Conference on Measurement in Education (11th, Athens, Georgia, December 8, 1972)

Available from—Not available separately; see TM 002 526

Document Not Available from EDRS.

Descriptors—*Administrative Problems, *Public School Systems, Race Relations, Racial Integration, School Administration, School Districts, *School Integration, Speeches, *Success Factors

With the possible exception that defacto segregation and other factors have hindered integration more in the large cities, the success of integration efforts cannot be related to variations in community size. A clearly significant variable has been the commitment, steadfastness and skill in community relations of the school superintendent. Other variables involve past and current levels of racial tension in the community, the existence of effective black/white communication and decision-making, and the degree of commitment of both whites and blacks to overall community stability and progress. Three basic types of school systems exist in Georgia now: (1) those in deep trouble—due to busing, internal problems, or effective white attempts to reinstitutionalize segregation through private schools; (2) those with problems (the majority of systems in the State)—struggling with basic educational problems due to desegregation and the subtle problems of communication and human relations; and (3) those on their way—moving toward true integration and the basic improvement of education. (For related documents, see TM 002 526-537, 539-541.) (KM)

ED 075 462 TM 002 539
Torrance, E. Paul And Others

Identification of Gifted and Creative Children and Youth Among Black Disadvantaged Groups. A Symposium/Workshop Presented by Members of the Bi-Racial Identification Committee.

Pub Date 8 Dec 72

Note—4p.; Paper presented at Session I of Southeastern Invitational Conference on Measurement in Education (11th, Athens, Georgia, December 8, 1972)

Available from—Not available separately; see TM 002 526

Document Not Available from EDRS.

Descriptors—*Ability Identification, Creative Ability, Creativity, *Disadvantaged Youth, Educational Opportunities, *Gifted, *Negro Students, *Symposia

A symposium/workshop presented by members of the Bi-Racial Identification Committee dealt with the identification of the gifted and creative among black disadvantaged groups. The presentations were: (1) "Creative Positives of Black Disadvantaged Children" by E. Paul Torrance; (2) "Creativity As It Is Related to Expanding Educational Opportunities" by Walter R. Jacobs, Jr.; (3) "Creative Explorations at the Eighth Grade Level" by Gwendolyn Howard; (4) "Initial Returns From a Biographical Interview Schedule" by Robert Westcott; and (5) "The ABDA: Making the Stanford Binet Culturally Biased for Disadvantaged Black Children" by Kay Bruch. (For related documents, see TM 002 526-538, 541.) (KM)

ED 075 463 TM 002 541
White, William F.

Information Feedback Systems (IFS) and Educational Goals.

Pub Date 8 Dec 72

Note—14p.; Paper presented at Session I of Southeastern Invitational Conference on Measurement in Education (11th, Athens, Georgia, December 8, 1972)

Available from—Not available separately; see TM 002 526

Document Not Available from EDRS.

Descriptors—Achievement Tests, Behavior Rating Scales, Compensatory Education Programs, Criterion Referenced Tests, Elementary Grades, *Feedback, Information Processing, *Information Systems, Measurement Instruments, *Program Evaluation, *Systems Approach, *Test Results

Identifiers—Behavioral Maturity Scale, Iowa Tests of Basic Skills, *Project Follow Through

An information feedback system for use in evaluating an educational program is described, and its effectiveness in evaluating the Follow Through program and its use in relation to the Iowa Tests of Basic Skills are discussed. The systems approach to program evaluation consists of objectives clarification, decision making, and program planning. In the Follow Through project, the following components are recommended for an ideal information system: administration, dissemination, instruction, medical-dental, nutritional, psychological services, social services, parent involvement, and evaluation. Instruments are used in each component so that data can be gathered to register any progress toward component objectives. An example of instructional feedback in relation to reading achievement (second and third grades) is provided, and a feedback report for health services is presented in tabular format. Feedback sessions generally focus on three areas: (1) achievement problems, (test-taking skills, and (3) general problem solving skills. The test content of the Iowa Tests of Basic Skills is listed, as follows: Vocabulary, Word Analysis, Reading Comprehension; a sample of one class's item analysis of vocabulary is provided. The use of the Behavioral Maturity Scale is in the feedback to the teacher and the teacher aide about their perceptions of the maturity of each child. (For related documents, see TM 002 526-539.) (DB)

ED 075 464 TM 002 542
Goolsby, Thomas M., Jr., Comp.

Invitational Conference on Measurement in Education; Proceedings (of the Eleventh Southeastern Conference (December 8-9, 1972). Session II.

Georgia Univ., Athens. Coll. of Education.

Spons Agency—Harcourt Brace Jovanovich, Inc., New York, N.Y. Test Dept.

Pub Date 9 Dec 72

Note—66p.; Papers presented at Session II of Southeastern Invitational Conference on Measurement in Education (11th, Athens, Georgia, December 9, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, *Ethics, *Human Dignity, *Psychological Testing, Speeches, *Testing

Two papers concerned with the ethics of testing and one paper that is a proposal for alternatives to psychological testing, presented at Session II of the Invitational Conference on Measurement in Education, are provided. The papers and their authors are: "Ethical Issues and Questions about Testing Confronting Test Publishers" by Thomas J. Fitzgibbon, "Ethical Issues in the Use of Humans for Research" by W. L. Bashaw, and "Alternatives to Psychological Testing" by Donald N. Bersoff. (For related documents, see TM 002 522-539, 541, 543-549.) (DB)

ED 075 465 TM 002 543
Fitzgibbon, Thomas J.

Ethical Issues and Questions about Testing for Test Publishers.

Pub Date 9 Dec 72

Note—17p.; Paper presented at Session II of Southeastern Invitational Conference on Measurement in Education (11th, Athens, Georgia, December 9, 1972)

Available from—Not available separately; see TM 002 542

Document Not Available from EDRS.

Descriptors—*Conference Reports, *Ethics, *Publishing Industry, Speeches, *Test Construction

The test publisher's responsibility is discussed. "Right and good conduct" of the publisher in relation to the desires of the test user is related to the actual age of the test—old versus new materials. Other issues confronting the test publisher are the conflict between the needs for personal privacy and the claims of the community in relation to information gathered by testing, when a test is complete enough to sell, when a test should be abandoned, user research conducted and findings disseminated by the publisher, and training programs conducted by the publisher for the test users. It is concluded that sophistication in test development far outstrips sophistication in test use. (For related documents, see TM 002 542, 544-547.) (DB)

ED 075 466 TM 002 544
Bashaw, W. L.

Ethical Issues in the Use of Humans for Research.

Pub Date 9 Dec 72

Note—14p.; Paper presented at Session II of Southeastern Invitational Conference on Measurement in Education (11th, Athens, Georgia, December 9, 1972)

Available from—Not available separately; see TM 002 542

Document Not Available from EDRS.

Descriptors—*Conference Reports, Ethics, Guides, *Human Dignity, *Psychology, *Research Criteria, Speeches

Identifiers—APA Ethical Principles, University of Georgia

The APA Ethical Principles, the University of Georgia policy, standard research texts, and research literature on specific methodologies, all in relation to ethical issues in human research, are discussed. The 10 APA principles state, in essence, that the investigator is responsible for what happens, that confidentiality and the protection of the welfare and dignity of the subjects must be maintained, that the subject has the right to decide if he wishes to participate and has the right to drop out if he wishes, and that subjects should not be subjected to any form of discomfort, harm, danger or mental stress except when they have been informed of the risks and have agreed to participate, and if the researcher is taking special precautions. The University of Georgia policy, which is based on 13 principles, maintains that personality manipulation is dangerous, that the researcher is responsible for what happens, that the personal integrity of the subject must be respected, that rights to privacy and confidentiality must be maintained, that subjects must be able to withdraw, and that the researcher should stop if danger to the subject is apparent. A survey of standard research textbooks showed that only a few have sections on ethical considerations. A brief bibliography is provided that includes some

relevant research artifacts. Questions that should be given attention are posed, and it is concluded that there is need for new designs, fresh approaches, more concern for sound design, and concern that the research results will be useful. (For related documents, see TM 002 542-543, 545-547.) (DB)

ED 075 467 TM 002 545
Ethical Principles in the Conduct of Research with Human Participants.

Pub Date 9 Dec 72

Note—3p.; Paper presented at Session II of Southeastern Invitational Conference on Measurement in Education (11th, Athens, Georgia, December 9, 1972)

Available from—Not available separately; see TM 002 542

Document Not Available from EDRS.

Descriptors—*Ethics, *Human Dignity,

*Psychology, *Publications, *Research Criteria

The APA Principles, as stated in the "APA Monitor," January 1973, are provided. These principles make explicit the investigator's ethical responsibilities toward participants over the course of the research, from the initial decision to pursue a study to the steps necessary to protect the confidentiality of research data. Having made the decision to conduct research, psychologists must carry out their investigations with respect for the people who participate and with concern for their dignity and welfare. The 10 principles are given. (For related documents, see TM 002 542-544, 546-547.) (DB)

ED 075 468 TM 002 546
Part One of a General Institutional Assurance.

Pub Date 9 Dec 72

Note—3p.; Paper presented at Session II of Southeastern Invitational Conference on Measurement in Education (11th, Athens, Georgia, December 9, 1972)

Available from—Not available separately; see TM 002 542

Document Not Available from EDRS.

Descriptors—*Ethics, *Guides, *Human Dignity, *Psychology, *Research Criteria

An assurance is provided by the University of Georgia that it will comply with the policy of protecting human subjects participating in research supported by DHEW grants or contracts and that it will maintain a committee to review research projects regarding this policy. The university's 13 guidelines for protecting the rights and welfare of human subjects are provided. Five procedures to be followed by individual investigators and the committee in complying with the policy are also given. (For related documents, see TM 002 542-545, 547.) (KM)

ED 075 469 TM 002 547
Bersoff, Donald N.

Alternates to Psychological Testing or How We've Turned a Silk Purse into a Sow's Ear.

Pub Date 9 Dec 72

Note—21p.; Paper presented at Session II of Southeastern Invitational Conference on Measurement in Education (11th, Athens, Georgia, December 9, 1972)

Available from—Not available separately; see TM 002 542

Document Not Available from EDRS.

Descriptors—Intelligence Tests, Personality Assessment, Personality Tests, *Predictive Ability (Testing), Predictive Validity, Psychological Evaluation, *Psychological Testing, *Psychometrics, Speeches, Standardized Tests, *Test Construction, *Test Validity

Psychological testing has recently fallen into disrepute because psychoanalysts have perpetuated a fraudulent theory of personality and because psychometrists have become overly concerned with psychometric esthetics to the neglect of validity. The theory subscribed to by psychoanalysts holds behavior as relatively independent of the situation the person is in. Personality is thus perceived as a set of trans-situational traits that initiate and guide behavior, and projective tests are used to discover these traits. Research has shown, however, that test responses are not only a function of the subject's characteristics but also of the stimulus properties of the test and the background variables. Test developers have sacrificed validity for efficiency and statistical manipulation. Psychological tests are not generally valid, in terms of the purposes for which they are intended, and do not provide

relevant information for making decisions about behavior changes. The current myth is that intelligence scores achieved under optimal conditions can be translated into a measure of expectation for classroom achievement. The Hollands and Richards (1965) study supports the conclusion that test information correlates poorly with real-life performance. Tests are rooted in a tradition that relies on direct observation of samples of behavior; it is suggested that testers return to this tradition. In psychosituational assessment, the focus is the analysis of behavior and the delineation of the immediate antecedent and consequent conditions which evoke, reinforce and perpetuate that behavior—procedures more valid and humane than other assessment and intervention programs. (For related documents, see TM 002 542-546.) (KM)

ED 075 470 TM 002 548
Goolsby, Thomas M., Jr., Comp.

Reports on Some Salient Topics and/or Issues in Educational Psychology, Measurement and Research as Presented by Doctoral Students. A Seminar.

Georgia Univ., Athens. Dept. of Educational Psychology.

Pub Date 72

Note—116p.; Papers presented at Doctoral Seminar, University of Georgia, Fall 1971

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavior Change, Educational Accountability, Educational Research, Ethics, *Graduate Study, *Literature Reviews, School Integration, *Seminars

Papers are presented that resulted from a doctoral seminar in the Department of Educational Psychology, Measurement and Research at the University of Georgia. Integration-desegregation, ethics, behavior modification, and accountability are the general areas treated. The papers are: (1) "Segregation—Alias: 'Special Education'" by Margaret C. Weshner; (2) "APA Ethics, a Help or Hindrance?" by Peter C. Gram; (3) "The Ethical Issues of Privacy, Confidentiality and Privileged Communication" by Diane T. Nunnally; (4) "Techniques to Improve Classroom Control and Instruction" by Kyle R. Carter; (5) "Behavior Modification: An Issue for the Teacher?" by LaRetta M. Garland; (6) "Beyond Freedom and Dignity" by George W. Rogers; (7) "Freedom as a Result of Control?" by R. Hal Shigley; (8) "A Brief Overview of Research on Teacher Effectiveness and the Relevancy of Educational Psychology" by Chad D. Ellett; (9) "Institutional Design: An Administrative Approach" by Judd A. Katz; (10) "The School Psychologist - His Role in Effecting Educational Outcomes" by John J. Vance; and (11) "Accountability in Education! Why?" by J. Leon Dalton. (For related documents, see TM 002 549-559.) (KM)

ED 075 471 TM 002 549
Weshner, Margaret C.

Segregation—Alias: "Special Education."

Pub Date 72

Note—8p.; Paper presented at Doctoral Seminar, University of Georgia, Fall 1971

Available from—Not available separately; see TM 002 548

Document Not Available from EDRS.

Descriptors—Ability Grouping, *Intelligence Tests, Minority Group Children, *Psychological Testing, *Racial Segregation, School Integration, Seminars, Special Education, Standardized Tests, *Test Bias

School systems are perpetuating racial segregation within integrated schools through intelligence tests and special education classes. Disproportionate numbers of blacks, American Indians, Mexican Americans and Puerto Rican Americans have been placed in classes for the emotionally disturbed or mentally retarded. Suits have been brought against the California and Boston school systems, charging that culturally biased or otherwise unfair tests were used to place poor and/or minority students with average intelligence in classes for the mentally retarded. It is suggested that this problem can be alleviated by adopting a program involving: (1) abolishment of the use of all current measures of psychological functioning; (2) abolishment of all forms of ability grouping in the public schools; and (3) assessment through observation of children in the natural environment (the classroom) and restructuring of that environment to bring about desired behavioral changes. (For related documents, see TM 002 548, 550-559.) (KM)

ED 075 472 TM 002 550

Gram, Peter C.

APA Ethics. A Help or Hindrance.

Pub Date 72

Note—13p.; Paper presented at Doctoral Seminar, University of Georgia, Fall 1971

Available from—Not available separately; see TM 002 548

Document Not Available from EDRS.

Descriptors—*Behavioral Science Research, Civil Liberties, Confidentiality, *Ethics, Human Dignity, *Psychological Testing, *Research Criteria, Seminars

Identifiers—*American Psychological Association

The Committee on Scientific and Professional Ethics and Conduct of the APA deals with ethical matters and decides on membership. It can recommend to the Board disbarment, a reprimand, or a probationary period. The APA has a code of ethics, but congressional investigations and legal questions concerning behavioral research and individual rights and privacy led the APA in 1968 to survey members, through the Committee, on their reactions to the basic code. The Committee has suggested that in the analysis of ethical questions the magnitude of possible benefit of the research should be weighed against the cost of probable harm the experiment may inflict on the subject. The Committee states that when the safety of the subject or the benefits to society are in doubt, the subject's welfare should be given priority. The code drafted includes specific principles concerning the use of human subjects, the effects of physical stress, the use of deception in experiments, and invasion of privacy. This radical change in the coverage and explicitness of the code has drawn criticism from many psychologists, some of whom object to the explicitness of the principles, the Ethics Advisory Groups proposed, and the focus on what psychologists should not do rather than on what they should do. (For related documents, see TM 002 548-549, 551-559.) (KM)

ED 075 473 TM 002 551

Nunnally, Diane T.

The Ethical Issues of Privacy, Confidentiality and Privileged Communication.

Pub Date 72

Note—11p.; Paper presented at Doctoral Seminar, University of Georgia, Fall 1971

Available from—Not available separately; see TM 002 548

Document Not Available from EDRS.

Descriptors—Civil Liberties, *Confidentiality, *Confidential Records, *Ethics, Intelligence Tests, Legal Problems, *Legal Responsibility, Literature Reviews, *Psychological Testing, Seminars

School psychologists and other educators should be concerned about the issues of confidentiality, privacy and privileged communication in regard to school records such as psychological reports and intelligence test scores. Confidentiality relates to matters of professional ethics, privileged communication refers to legal rights, and privacy is a more general term for some of the individual's rights. Violation of the clinet's professional confidences outside the courtroom can result in: (1) disciplinary action and professional sanctions by the APA; (2) disciplinary action by the State licensing authority; (3) legal action if damage to the client results; and/or (4) legal action if breach of confidentiality is construed as defamatory. Problems can be created in maintaining confidentiality through loss or theft of records or the misuse of computerized psychological data on individuals. It has been suggested that schools consider categorizing confidential data and periodically destroying certain data. The client legally has the right to obtain test information and records, as have parents, which is considered by some as a possibility for misuse. The protection of privacy in tests for experimental research involves relevance to the purposes of the testing and informed consent. The criticism of invasion of privacy has been aimed at personality tests used in nonclinical settings. The most frequent misuse of tests of minority group members stems from misinterpretation of scores. Ethical responsibilities should be emphasized in graduate training. (For related documents, see TM 002 548-550, 552-559.) (KM)

ED 075 474

TM 002 552

Carter, Kyle R.

Techniques to Improve Classroom Control and Instruction.

Pub Date 72

Note—6p.; Paper presented at Doctoral Seminar, University of Georgia, Fall 1971

Available from—Not available separately; see TM 002 548

Document Not Available from EDRS.

Descriptors—*Behavior Change, *Behavior Problems, Class Management, *Discipline, School Psychologists, Seminars, Student Participation, *Teacher Behavior, *Teaching Methods

The school psychologist's job is to insure that the school setting is as conducive to learning as possible, stimulating children to respond to instruction and discouraging misbehavior that serves to avoid instruction. Many teachers do not realize the full implications for children of their actions and verbalizations. A teacher's behavior can extinguish the child's enthusiasm for learning and encourage misbehavior. Studies have shown that the amount of actual learning behavior emitted by students is relatively small when compared to the teacher's verbalizations. Both the type of instructional program that should be employed and the type of controlling methods to be used in obtaining appropriate behavior should be considered. Punishment merely suppresses inappropriate behavior, while ignoring misbehavior can be more effective. If this is not practical or effective, a combination of punishment and reinforcement of appropriate behavior can be used. In a procedure called time-out, the child who misbehaves is physically removed from the situation and placed in an environment free from stimuli reinforcing misbehavior. The best method is to reinforce good behavior. Most behavior problems could be eliminated and instruction enhanced if classrooms allowed for individuality in learning rates, active participation by students, and reinforcement for good behavior or academic achievement. (For related documents, see TM 002 548-551, 553-559.) (KM)

ED 075 475

TM 002 553

Garland, LaRetta M.

Behavior Modification: An Issue for the Teacher?

Pub Date 72

Note—7p.; Paper presented at Doctoral Seminar, University of Georgia, Fall 1971

Available from—Not available separately; see TM 002 548

Document Not Available from EDRS.

Descriptors—*Anti Social Behavior, *Behavior Change, Behavior Development, *Behavior Theories, Conditioned Response, *Environmental Influences, Individual Power, *Literature Reviews, Operant Conditioning, *Reinforcement, Seminars, Social Behavior

Identifiers—Bandura (A), Skinner (B F)

Modern behavioral scientists have emphasized the importance of environmental influences in human behavior. If the basis for behavior development and change rests within the environment, an understanding and use of the methods of control by change agents, especially teachers, can result in more prosocial behavior. Planned reinforcement could alleviate many of man's social ills and increase his well-being and probably would not prove dangerous to individuality, due to the varieties of social environment and genetic endowment. Three regulatory systems for the acquisition and maintenance of deviant and prosocial behaviors have been identified: (1) response patterns under external stimulus control; (2) response feedback processes in the form of reinforcing consequences; and (3) central mediational processes which act as regulatory mechanisms. The issue of control of behavior—whether control is internal or external—is of particular interest to behavioral scientists. Skinner identified several issues in the shift to acceptance of his theories—freedom, dignity, and values which ultimately raise questions of control. He implies that man is both controller and controlled; the individual controls himself through his manipulation of the culture. (For related documents, see TM 002 548-552, 554-559.) (KM)

ED 075 476

TM 002 554

Rogers, George W.

Beyond Freedom and Dignity.

Pub Date 72

Note—7p.; Paper presented at Doctoral Seminar, University of Georgia, Fall 1971

Available from—Not available separately; see TM 002 548

Document Not Available from EDRS.

Descriptors—*Behavior Change, *Behavior Theories, *Book Reviews, Conditioned Response, Cultural Interrelationships, *Environmental Influences, Individual Power, Operant Conditioning, Reinforcement, Seminars, Social Behavior, *Social Change, Social Environment, Social Reinforcement

Identifiers—*Skinner (B F)

In B. F. Skinner's "Beyond Freedom and Dignity," he states that people can achieve a better society and greater well-being if we destroy our pretensions concerning the freedom and dignity of man. He explains that man must now take total control of his evolution by consciously designing his entire culture so that it will shape the behavior needed for survival, but that this is hindered by the pervasive belief in autonomous man. Skinner states that we must get out from under this prescientific view of man, the myth nurtured by freedom-oriented literature and other fields of study, and create a behavioral technology. This technology would more successfully reduce the aversive consequences of behavior and maximize the achievements of which the human organism is capable. Instead of maintaining our cultural practices, we should be thinking in terms of what is best for the culture. Two questions brought up against Skinner's theories are: (1) who controls? and (2) will we have a standardized pattern for people? Skinner indicates that the controller should be a member of the group he controls and that contingencies will be modified in order to provide planned diversification. The book is commended for its analysis of cultural inadequacies, but it is observed that the author makes his claims with too much finality. The wisdom of following Skinner's total program is questioned. (For related documents, see TM 002 548-553, 555-559.) (KM)

ED 075 477

TM 002 555

Shigley, R. Hal

Freedom as a Result of Control?

Pub Date 72

Note—5p.; Paper presented at Doctoral Seminar, University of Georgia, Fall 1971

Available from—Not available separately; see TM 002 548

Document Not Available from EDRS.

Descriptors—*Behavior Change, Class Management, *Discipline, *Environmental Influences, Operant Conditioning, *Reinforcement, Seminars, Social Behavior, Social Change, Teacher Behavior

Identifiers—Skinner (B F)

The classroom teacher should be proficient in the use of the operant conditioning principles of positive reinforcement and extinction. An eight-step outline of one approach to modifying classroom behavior uses and builds on these principles. People have been afraid to use scientific knowledge of human behavior because of their fear of being controlled. But many controls on human behavior exist now; the greatest danger lies in continuing to pretend that human behavior is not controlled. Since we are all products of environmental influences, we should be actively engaged in determining the nature of that environment. Behavior control can mean not so much a loss of individuality and freedom as a gain of more and better freedoms to create a better life and more efficient society. (For related documents, see TM 002 548-554, 556-559.) (KM)

ED 075 478

TM 002 556

Ellett, Chad D.

A Brief Overview of Research on Teacher Effectiveness and the Relevancy of Educational Psychology.

Pub Date 72

Note—13p.; Paper presented at Doctoral Seminar, University of Georgia, Fall 1971

Available from—Not available separately; see TM 002 548

Document Not Available from EDRS.

Descriptors—*Behavior Change, Educational Psychology, *Effective Teaching, *Evaluation Criteria, *Literature Reviews, Performance Criteria, Seminars, *Teacher Education, Teacher Education Curriculum, Teacher Evaluation

One of the major problems in assessing teacher effectiveness has been defining criteria for good teaching. There is as yet little conclusive evidence as to the nature and means of identifying

teacher competence. The types of teacher effectiveness evaluations are: (1) studies based on expert opinion and consensus of judges; (2) studies using school grades, practice teaching grades, and ratings of student teaching; (3) studies using supervisory inservice ratings, self-ratings, and ratings by fellow teachers; (4) studies using pupil opinion and reaction; and (5) studies using measured pupil change—accepted as the ultimate criterion of teacher effectiveness. Teacher preparation, rather than providing the knowledge that can result in significant pupil change, is means-oriented. Teacher educators have recently begun trying to change curriculum and orientation in response to growing criticism of teacher preparation. Since there is no evidence from research that the study of educational psychology improves teaching, justification for inclusion of the subject rests on two premises: (1) that the nature of classroom learning and factors influencing it can be identified; and (2) that such knowledge can be transmitted to prospective teachers. Learning theory has failed to provide a relevant basis for teaching practice; more applied research is needed here. The failure of educational psychology to respond to crucial issues has forced teachers to rely on tradition or on trial and error. (For related documents, see TM 002 548-555, 557-559.) (KM)

ED 075 479

TM 002 557

Katz, Judd A.

Institutional Design: An Administrative Approach.

Pub Date 72

Note—21p.; Paper presented at Doctoral Seminar, University of Georgia, Fall 1971

Available from—Not available separately; see TM 002 548

Document Not Available from EDRS.

Descriptors—*Administrative Change, *Administrator Attitudes, *Behavior Change, Classroom Design, *Environmental Influences, Literature Reviews, Reinforcement, School Environment, *School Psychologists, Seminars

Research shows that great success in behavior change lies in the manipulation of environmental contingencies. Efficient teaching is a function of the proper manipulation of events in the classroom. Many studies concerning classroom design, contingency contracting, and educational engineering have shown the effectiveness of the use of reinforcement in the classroom. The problem stems from the isolation of administrators and administrators from the mainstream of educational research. Administrators must understand and approve any change in educational design before it can be used. Even the best ideas of a school psychologist are useless if he is working within a closed administration. A relationship can be drawn between a school psychologist and a quality control director in the industry. Since a parallel exists between job functions, a parallel should also exist in administrative authority. The school psychologist, rather than being on an administrative level with a teacher, should hold an advisory position ranging within the levels of curriculum advisor and assistant superintendent. A collection of administrative problems in the school system and a selection of major U. S. business organization tables incorporating a quality control division and advisors are appended. (For related document, see TM 002 548-556, 558-559.) (KM)

ED 075 480

TM 002 558

Vance, John J.

The School Psychologist; His Role in Effecting Educational Outcomes.

Pub Date 72

Note—8p.; Paper presented at Doctoral Seminar, University of Georgia, Fall 1971

Available from—Not available separately; see TM 002 548

Document Not Available from EDRS.

Descriptors—*Educational Change, Literature Reviews, Resource Staff Role, *Role Perception, *School Psychologists, Seminars, Social Change

The role of the school psychologist in social change is described from a field theory position. According to this theory, objects in a field take on their dynamic character as a result of their position in the field. Roles are therefore responsive to and dependent upon definitions of their setting. The many roles of the school psychologist are boundless in scope and frequently contradictory. The role, as currently seen is oriented toward pathology and growth and can be defined

in four ways—the clinician, the tester, the academic model, and the educational programmer. One study identified five main areas of functioning related to the role definitions—child study, consultation, inservice training, research, and community services. Administrators and teachers seem to prefer the role of diagnostic study of individuals. This function has too little impact on effecting educational outcomes. The school psychologist should be developing new and productive patterns in the educational structure, searching for ways in which the subparts of the educational system can be related more effectively to the whole. The helping professions have sacrificed their original purpose in protecting their individual identities. (For related documents, see TM 002 548-557, 559.) (KM)

ED 075 481 TM 002 559

Dalton, J. Leon

Accountability in Education! Why?

Pub Date 72

Note—13p.; Paper presented at Doctoral Seminar, University of Georgia, Fall 1971

Available from—Not available separately; see TM 002 548

Document Not Available from EDRS.

Descriptors—Administrator Responsibility, *Educational Accountability, *Educational Objectives, *Program Evaluation, Seminars, Teacher Responsibility

Regardless of what method of educational accountability one feels is best to strengthen our schools, it is likely to be fraught with difficulties. A particular problem of any accountability system seems to be the emphasis on measurement and evaluation with an ensuing loss of quality of teaching and learning. Literally, some accountability schemes require so much evaluation time that little is left for instruction. However, in recognition that its aim is to improve and strengthen education, accountability should be continued. But if we presume to assign responsibility to educators for what happens to students via some vaguely defined educational process, then many questions must first be answered. To whom, for what, and how much are seemingly simple questions; however, when these questions are applied to accountability they take on a complexity hitherto unmatched in education. (Author/KM)

ED 075 482 TM 002 560

Schabacker, William H., Ed. And Others

Focus on the Future of Georgia 1970-1985.

Georgia State Dept. of Education, Atlanta. Georgia Assessment Project.

Pub Date 70

Note—520p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—*Educational Objectives, *State Programs, *State Surveys, *Statewide Planning, Technical Reports

Identifiers—*Georgia Assessment Project

As part of the Georgia Assessment Project (GAP), initiated in January 1969 to provide statewide measurement of the impact of educational programs, services, and resources on children and youth, 19 position papers were prepared by specialists to assist the Advisory Commission on Education Goals. The papers, some with critiques, concern Georgia's current status and probable status in 1985 with respect to the social, economic, technological, political, and cultural environment. The subjects discussed are Georgia's economy, industrial development trends and forecasts, agriculture, automation, transportation, manpower and employment, demography, the individual, social disorganization, religion, civil rights, equality of educational opportunities, governmental structure, political culture, perspectives on health care, ecology, communications systems and mass media, leisure and recreation, and the arts. (DB)

ED 075 483 TM 002 561

Boone, Shelley S.

Humanism and Accountability: Let No Man Draw Asunder.

Pub Date 28 Feb 73

Note—7p.; Paper presented to American Educational Research Association Meeting (New Orleans, Louisiana, February 22-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Accountability, *Educational Objectives, *Performance Criteria, Resource Allocations, Speeches, *State Laws, *State Programs

Identifiers—*Florida

The concept of accountability held by the Florida Department of Education is discussed. Their concept places a premium on clear thinking regarding educational values, on open communication between the public and the professionals, and on explanation of the manner in which resources available are used. The distinctions and relationships among the three concepts of accountability, responsibility, and authority are discussed. The purpose of accountability is said to be to assure relevant information for decision making. The allocation of resources is continually re-examined, using student growth compared with educational purposes as the guide. The Educational Accountability Act of 1971 of Florida has five major thrusts: (1) the development and implementation of education assessment procedures; (2) the establishment of educational accountability in the public school system; (3) assurance that education programs in the state lead to the attainment of established objectives for education; (4) the provision of information for accurate analysis of the costs associated with public education programs; and (5) the provision of information for analysis of differential effectiveness of instructional programs. (DB)

ED 075 484 TM 002 562

Whitely, Susan E. Dawis, Rene V.

The Nature of Objectivity with the Rasch Model.

Minnesota Univ., Minneapolis. Center for the Study of Organizational Performance and Human Effectiveness.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—TR-3008

Pub Date 2 Jan 73

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Equivalency Tests, *Item Analysis, *Mathematical Models, *Measurement Instruments, *Psychometrics, Statistical Studies, Technical Reports, *Test Construction

Identifiers—*Rasch Model

Although it has been claimed that the Rasch model leads to a higher degree of objectivity in measurement than has been previously possible, this model has had little impact on test development. Population-invariant item and ability calibrations along with the statistical equivalency of any two item subsets are supposedly possible if the item pool has been calibrated by the Rasch model. Initial research has been encouraging, but the relation of underlying assumptions and computations in the Rasch model to trait theory and trait measurement has not been clear from previous work. The current paper presents an analysis of the conditions under which the claims of objectivity will be substantiated, with special emphasis on the nature of equivalent forms. It is concluded that the real advantages of the Rasch model will not be apparent until the technology of trait measurement becomes more sophisticated. (Author)

ED 075 485 TM 002 563

Hathaway, Walter Ennis, Jr.

The Degree and Nature of the Relations Between Traditional Psychometric and Piagetian Developmental Measures of Mental Development.

Pub Date 25 Jul 72

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographic Citations, Child Development, Correlation, Early Childhood, Factor Analysis, Hypothesis Testing, *Intelligence Tests, *Measurement Instruments, Mental Development, Multiple Regression Analysis, *Predictive Ability (Testing), *Psychometrics, Technical Reports, *Test Results

Identifiers—CA, CAT, Lincoln Oseretsky, Lorge Thorndike, *Piaget (Jean), WISC

The nature of the relations between traditional psychometric and Piagetian instruments is analyzed, in order to provide information relevant to the question of which type of test or combination of them will provide the most useful information to those seeking to construct and maintain optimal learning environments. Four hypotheses are posed: (1) the degree of the relationship between performance on Piagetian tests of intelligence and traditional psychometric measures of intelligence is moderate and positive; (2) traditional psychometric and Piagetian measures of in-

telligence both assess "general intelligence"; (3) Piagetian measures assess some traits not assessed by traditional measures of general intelligence; and (4) Piagetian measures add significantly to the prediction of school achievement by traditional psychometric measures of intelligence. Directly related studies are discussed. In the present study, 41 variables from the WISC, Lorge-Thorndike, Lincoln-Oseretsky, CA (Chronological Age), and CAT, on which data were collected previously in three annual testing periods, are subjected to a detailed analysis of the same data at the level of the subtests, using factor analysis and stepwise multiple regression along with descriptive statistics and simple correlation. The results are presented in seven tables and discussed. The four hypotheses were accepted. A comprehensive bibliography is provided. (DB)

ED 075 486 TM 002 565

Rubin, Donald B.

Missing at Random: What Does it Mean? Draft.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RB-73-2

Pub Date Jan 73

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bulletins, *Data Analysis, *Mathematical Models, *Statistical Analysis, Technical Reports

Most articles on missing values assume the missing data are "missing at random" and ignore the process that "caused" the missing values. The condition under which this procedure is justified is explored here: the concept of missing at random is precisely defined, several examples are discussed, and two simple conditions are given which are sufficient to assure that the missing data are missing at random. (Author)

ED 075 487 TM 002 566

Stake, Robert E.

Responsive Evaluation.

Pub Date 5 Dec 72

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Collection, *Evaluation Criteria, *Evaluation Techniques, *Information Needs, *Program Evaluation, Technical Reports

The definition, structures, utilities, stimulus-response differences, and portrayals of responsive evaluation are presented. An educational evaluation is said to be a "responsive evaluation" if it orients more directly to program activities than to program intents, if it responds to audience requirements for information, and if the different value-perspectives present are referred to in reporting the success of the program. The structure of the responsive evaluation follows the primary components of the instructional program. The choice of tests and other data-gathering devices is made based on observation of the program in action and interaction with various interested groups. Responsive evaluation is particularly useful during both formative and summative evaluation. The principal stimuli of responsive evaluation are those of the program, including responses of students and subsequent dialogue. The responsive approach tries to respond to the natural ways in which people assimilate information and arrive at understanding. Program portrayal may feature descriptions of persons, often by case studies. The challenge to the evaluator is to minimize the sampling error and to find ways to authenticate this less "scientific" way of reporting. (DB)

ED 075 488 TM 002 567

Stake, Robert E.

School Accountability Laws.

Pub Date 72

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Accountability, *Educational Legislation, Guides, *School Responsibility, *State Legislation

An accountable school is seen as being one that (1) discloses its activities, (2) makes good on staff promises, (3) assigns staff responsibility for each area of public concern, and (4) monitors its teaching and learning. School accountability laws are seen as a national demand that must be satisfied. To satisfy the present demands for legislation, to help the schools change, and to be least damaging to what the schools are doing well, a school accountability law should call for

the following characteristics: (1) commitments from schools to provide high-quality teaching, opportunities for enriching experiences, and accommodation to the individual needs and aspirations of students and teachers; (2) an annual visit to each school by at least one committee of citizens; (3) judgment as to quality of instruction made by professional educators both inside and outside the school; (4) standardized measures of student basic skills by testing and by professional observation; (5) updated specifications of the errors of measurement for individual student scores, group means, and differences of both, as well as errors of measurement in nonstandardized observations and professional judgment; (6) each school should have a confidentiality policy; (7) each school should have a grievance procedure; (8) one or more centers should be established for the evaluation of individual teacher competence; and (9) schools should be supported in efforts to keep bureaucracy to a minimum. To be in the best interests of the people, state accountability laws should protect local control of the school, individuality of teachers, and diversity of learning opportunities. (DB)

ED 075 489 TM 002 568
Massachusetts Fourth Grade Testing Program 1971.

Massachusetts State Dept. of Education, Boston.
Report No.—Test-Bull-1
Pub Date Apr 71
Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, Aptitude Tests, Basic Skills, *Grade 4, *Measurement Instruments, State Programs, Statistical Analysis, *Testing Programs, *Test Results
Identifiers—*Massachusetts

The testing of every fourth-grade classroom in Massachusetts was carried out in an effort to answer the following questions: (1) What are the levels of mastery of basic skills in Massachusetts fourth grades? Are there differences in achievement between schools? (2) What educational needs can be inferred for Massachusetts' students, based on basic skills testing? (3) Do testing data reveal the influence of Federal programs? (4) Does the product of education vary according to available resources—financial outlay, professional support, materials? and (5) Are there regional variations in abilities and achievement? Aptitude and achievement data were obtained for 324 school systems, 1488 schools, and 85,382 fourth-grade children. The test instruments used were the Comprehensive Tests of Basic Skills and the Short Form Test of Academic Aptitude published by CTB/McGraw-Hill. Three different reports of the test data were supplied to all school systems. The test data showed that the state as a whole exceeded the national norms; the mean "obtained" scores were significantly higher than the "anticipated" scores in all areas measured by the tests of basic skills. Highest scores were in reading comprehension and the lowest in arithmetic. From the test results, it was concluded that Massachusetts fourth graders are slightly higher than the national norms in all areas measured. Correlations between the subtest total mean scores by school are statistically significant and very high. Schools that did well on one subtest generally did well on all subtests. A survey of school superintendents showed that 98% used the test data. (DB)

ED 075 490 TM 002 569
Massachusetts Application of National Assessment Items in Citizenship and Science.

Massachusetts State Dept. of Education, Boston.
Pub Date Feb 72
Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Citizenship, *Criterion Referenced Tests, *Grade 7, Measurement Techniques, *National Competency Tests, *Objective Tests, Rating Scales, Science Tests, State Programs, *Testing Programs
Identifiers—*Massachusetts

The 1972 assessment activities in the Massachusetts schools concentrated on the areas of citizenship and science, utilizing two seventh grade samples of 10,000 students each, with each group completing only one assessment form. The testing program utilized National Assessment Items for age 13, as well as a few items from the Measurement Research Center to replace items not released by National Assessment for the ob-

jective being measured. The following procedures were carried out: (1) two four-page pamphlets, one for Citizenship and one for Science, were prepared listing the objectives used by National Assessment in these curricula areas; (2) a rating scale to indicate priority of objectives was prepared and sent to each of the 57 schools used in the sample population; rating categories applied by each school to each objective were: (a) objective with highest priority; (b) objective of importance requiring extensive evaluation; (c) objective important, but not requiring extensive evaluation; (d) objective not of importance; omission will have no effect; and (e) objective not applicable to this school system. Objective results of the assessment were not available for inclusion. Attachment A to the report provides samples of the Citizenship and Science Objectives, and Attachment B is a summary of the ratings of all Science Objectives and identifies the number of items to be used in measuring each objective. (DB)

ED 075 491

TM 002 570

Toothaker, Larry E.

An Empirical Investigation of the Permutation T-Test as Compared to Student's T-Test and the Mann-Whitney U-Test. Report from the Quality Verification Program.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.

Report No.—TR-174

Bureau No.—BR-5-0216

Pub Date Feb 72

Contract—OEC-5-10-154

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, Hypothesis Testing, *Mathematical Models, *Probability Theory, *Statistical Analysis, Technical Reports, *Tests

The area investigated in the present study is the comparison of the permutation t-test with Student's t-test and the Mann-Whitney U-test. The comparison was made for small samples for three distributions, including a normal distribution, a uniform distribution, and a skewed distribution. The properties of each test compared were the probability of a Type I error and the power against a location-shift alternative hypothesis. The present research indicates that the permutation t-test is an acceptable statistical procedure for the two-sample problem for the normal and uniform populations and suggests that it might be more desirable than the traditional Student's t-test when sample sizes are proportional to the means and the parent population is nonnormal and asymmetric. Further research is needed before a more definite statement can be made about the permutation t-test when sampling from nonnormal populations. (Author)

ED 075 492

TM 002 571

Jongsma, Eugene A.

Viewing Standardized Social Studies Achievement Tests from a Reading Perspective.

Pub Date Nov 72

Note—17p.; Paper presented at Annual Meeting of Mid-South Educational Research Association (New Orleans, Louisiana, November 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, Psychometrics, *Reading Skills, *Social Studies, *Standardized Tests, Test Interpretation, *Test Validity

A critical examination is made of standardized social studies achievement tests from a psychometric and reading perspective. Five major issues are identified that detract from the meaningful interpretation of student performance on standardized social studies tests. The issues discussed are (1) the reading dependency of social studies items, (2) the picture-dependency of social studies items, (3) the cognitive skills assessed by social studies items, (4) the lack of an adequate system of item development, and (5) the lack of content validity. Each of the issues is defined and related to test validity and interpretation. The central theme of the study is the inadequacy of the content validity of most standardized social studies tests. Unless test publishers specify more explicitly the elements of content and types of behavior sampled on their tests, test users will have great difficulty in mak-

ing meaningful interpretations of student performance. (Author/DB)

ED 075 493

TM 002 573

Elliot, Richard J.

Measuring Social Studies Achievement: A Matter of Values.

Pub Date 10 Nov 72

Note—13p.; Paper presented at Annual Meeting of the Mid-South Educational Research Association (1st, New Orleans, Louisiana, November 10, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Research, *Evaluation Criteria, *Measurement Techniques, *Social Studies, Speeches, *Standardized Tests

Questions as to whether measurement can provide a universally applicable set of criteria for making value judgments in the social sciences are raised. Four assumptions about education, experience, reality, and value formation were identified to provide a fuller reference point for social science educators when they are viewing current standardized measurement practices within the social science: (1) that there are two kinds of existence and two kinds of experience and that current measurement does not encompass the full range of existence and experience; (2) that human action involves decision-making processes stemming from the total experience of an individual and that these predispositions to act do not necessarily stem from learnings within a discipline, but stem from the values of individuals which have greater emotive effect; (3) that though a society may agree on universal goals and also agree upon the approach to the instruction necessary to bring about the desired goal, there is no assurance of the fulfillment of the goal; and (4) that implied in the process of education is a certain kind of relation-triadic (teacher, student, subject) that must be held constant in both time and location for universal criteria to be valid in measurement. The central theme of the paper suggests that if these four assumptions hold true, they greatly limit the possibility of measurement providing a universally applicable set of criteria for making value judgments in the social sciences. (Author/DB)

ED 075 494

TM 002 578

Profiles of the Tulsa Public Schools. A School-by-School Report of Pupil and Community Factors, Resource Allocations and Achievement Test Results for the 1971-1972 School Year.

Tulsa Public Schools, Okla.

Pub Date 17 Oct 72

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Achievement Tests, Comparative Analysis, Elementary Grades, Evaluation Criteria, *Profile Evaluation, *Program Evaluation, Secondary Grades, Standardized Tests, Statistical Data, *Test Results
Identifiers—Oklahoma, SRA Assessment Survey, *Tulsa

School profile data for the Tulsa Public Schools as a whole, as well as for each of the 105 schools individually, are provided for the 1971-1972 school year. The data provided relate to the background of the pupils served, the educational resources available to each school, and a measure of "output," i.e., the level of accomplishment in each of three basic subject areas as measured by standardized achievement tests, for each school. In addition, data obtained by questionnaire from the 1970 graduates of Tulsa's nine public high schools concerning their activities following graduation are given. The achievement test data were obtained by use of the SRA Assessment Survey, which was administered in April 1972 to grades 3, 5, 7, 9, and 11. Grade 3 was administered the Achievement Series Lower Battery (1968 edition); grades 5, 7, and 9 received the Achievement Series Multi-Level Battery (1971 edition); and grade 11 was administered the Iowa Tests of Educational Development (1970 edition with 1971 norms). In grades 3, 5, 7, and 9, only the 3R Core battery was administered. All achievement test data in the profiles are shown as percentile ranks. (DB)

ED 075 495

TM 002 596

O'Reilly, Robert P.

The Development of the New York State Bank of Reading Objectives.

Pub Date Feb 73

Note—35p.; Paper presented at Joint Meeting of the National Council on Measurement in Education and American Educational Research Association (New Orleans, Louisiana, February, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Algorithms, *Computer Programs, *Computer Storage Devices, Educational Objectives, Program Descriptions, *Program Evaluation, *Reading Programs, Reading Tests, State Programs

Identifiers—SCAN, *System for Coding and Analysis

This report presents the rationale, structure, content and procedures for the computerized bank of reading objectives being developed for New York State schools. The project was initiated to provide a technical resource which would contribute to planning, design, and evaluation of reading programs. The report defines the organizing concepts for the project, including a generalized format for writing objectives (the generic objective), a procedure for organizing the generic form of objectives into a summative or criterion objective, and a structure for scaling reading content and associating it with objectives. The report describes a computerized processing technique called SCAN (System for Coding and Analysis), which eliminates redundancy in a developing bank of objectives. The implications of the banking development are discussed in terms of supporting basic and applied research in reading. (Author/CK)

ED 075 496 TM 002 597

Huberty, Carl J. Blommers, Paul J.

An Empirical Comparison of the Accuracy of Selected Multivariate Classification Rules.

Pub Date 73

Note—42p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classification, *Comparative Analysis, Computer Science, Group Membership, Multiple Regression Analysis, *Predictor Variables, *Probability, Statistical Analysis

This study involved two phases: first when classification was based on the calibration sample, and second in a cross-validation setting. Computer-generated data were used. Results obtained from rules based on probabilities of group membership were compared for accuracy when classifying in the discriminant space and in the predictor variable spaces. In the first phase accuracy was greater in the predictor variable spaces, while the reverse was true in the second phase. In general, rules based on probabilities of group membership were approximately equally accurate, and more accurate than a rule related to a multiple regression analysis. Other findings are also discussed. (Author)

ED 075 497 TM 002 599

Politzer, Robert L. And Others

A Test of Proficiency in Black Standard and Non-standard Speech. Research and Development Memorandum #101.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Lab. and Center Transition.

Report No.—R&D-Memo-101

Pub Date Feb 73

Contract—OEC-6-10-078-3A

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Correlation, Kindergarten Children, *Language Proficiency, *Negro Dialects, *Nonstandard Dialects, Speech, *Standard Spoken Usage, Tape Recorders, Technical Reports, *Test Construction, Test Reliability, Test Results

Identifiers—*Stanford Achievement Test

As part of the development of a test battery to determine proficiency in black standard and non-standard speech, a test was devised consisting of a repetition task. Fifteen sentences in black standard and 15 in black nonstandard English were to be repeated. A black experimenter administered the test individually to 35 black kindergartners. The experimenter stopped the tape after each sentence containing a test item and asked the child to repeat the sentence. The response was scored as correct if the child repeated the test item exactly as modeled on the tape. Mean scores

were 10.9 on the nonstandard and 11.3 on the standard section of the test. The reliability of Section A (non-standard) of the test was 0.49; for Section B (standard) it was 0.43. Scores of the same students on the Standard Achievement Test and its subsection on letters and sounds correlated positively and significantly with the standard section of the test. Any imbalance in favor of nonstandard had a significant negative correlation with the Stanford Achievement Test. (Author/CR)

ED 075 498 TM 002 600

Schmeiser, Cynthia Board Whitney, Douglas R.

The Effect of Selected Poor Item-Writing Practices on Test Difficulty, Reliability and Validity: A Replication.

Pub Date 73

Note—15p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Item Analysis, *Multiple Choice Tests, Technical Reports, *Test Construction, Test Reliability, Test Results, *Test Validity

Violations of four selected principles of writing multiple-choice items were introduced into an undergraduate religion course mid-term examination. Three of the flaws significantly increased test difficulty. KR-sub-20 values were lower for all of the tests containing the flawed items than for the "good" versions of the items but significantly so in only one of four comparisons. The reductions in reliability were equivalent to those expected to result from shortening the "good" test by 28 to 71 percent. Concurrent validity (correlation of experimental test scores with the midterm test of similar content) was lower in all four cases, but significantly so in only one of four cases. The reductions in validity were equivalent to those expected to result from shortening the test by 47 to 77 percent. (Author)

ED 075 499 TM 002 601

Beauchamp, George A.

A Study of the Effects of the Installation of a Curriculum Engineering System.

Pub Date 73

Note—17p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, *Curriculum Planning, Decision Making, *Measurement Instruments, *Self Concept, Tables (Data), *Teacher Attitudes, Teacher Behavior, Technical Reports

Identifiers—Curriculum Attitude Inventory, Teacher Opinion Inventory, Teacher Self Analysis Inventory

The second of an expected series of reports on studies designed to analyze the effects of the installation of a curriculum system in a school district upon the curriculum attitudes and self-perceptions of teachers in that district is presented. The system of curriculum engineering involves all school district personnel in curriculum planning and implementation. A curriculum system is a system for decision-making and action. Curriculum planning refers to all activities utilized in producing a new or changed curriculum. Curriculum implementation involves developing teaching strategies. Data was collected prior to the installation of the curriculum system in a school district in 1970, through the use of four instruments: Curriculum Attitude Inventory, Teacher Opinion Inventory, Teacher Self-Analysis Inventory, and a sheet for principals to rank teachers on curriculum behaviors. Results are presented in tabular form. (CK)

ED 075 500 TM 002 602

Durham, James A.

Occupational Needs Survey for the Okaloosa-Walton Junior College District Conducted During July and August, 1971.

Okaloosa-Walton Junior Coll., Niceville, Fla. Spons Agency—Florida State Dept. of Education, Tallahassee.

Pub Date 71

Note—8p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Needs, *Employment Projections, Interviews, *Job Market, Junior Colleges, *Occupational Surveys, Tables (Data), *Vocational Education

An occupational survey was conducted to provide additional data for educational planning. Specific objectives of the survey were: (1) to determine the number of persons currently employed in the district; (2) to determine the number of persons needed for employment in two years and in five years; and (3) to identify current and projected training needs of the College's primary service area. The personal interview method was used to gather the following data: (1) type of business, (2) employer's minimum education requirements, (3) whether or not he had employed and/or expected to have need for alumni from the colleges occupational programs, and (4) certain specifics regarding each job title within the organization. Results are given in tabular form. (CK)

ED 075 501 TM 002 603

Ely, Donald D. Hampton, John D.

Prediction of Procrastination in a Self-Pacing Instructional System.

Pub Date 73

Note—12p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *College Freshmen, *Individual Study, Multiple Regression Analysis, *Performance Tests, *Predictive Ability (Testing), Predictive Validity, *Psychological Characteristics, Technical Reports

The objective of the study was to predict potential procrastinators in a self-pacing instructional system. Seventy-five entering college freshmen were randomly selected to participate in a large scale individually-paced program. Those students (25) who procrastinated were classified as "no-start-procrastinators" (NSP); the remainder (52) were classified as "satisfactory progressists" (SP). This binary variable (NSP vs. SP) was regressed via step-wise multiple regression on the following predictors: ACT scales, Nelson-Denny scales, SSHA scales, Cooperative Algebra Test, Cooperative Trigonometry Test, high school percentile rank and "under-over" achievement. The multiple regression yielded a multiple correlation of .58. (Author)

ED 075 502 TM 002 604

Shoemaker, David M.

A Note on Allocating Items to Subtests in Multiple Matrix Sampling and Approximating Standard Errors of Estimate with the Jackknife.

Pub Date 25 Nov 72

Note—17p.; Revised; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, *Error Patterns, *Item Sampling, *Matrices, Technical Reports, *Test Construction

Identifiers—Jackknife

Investigated empirically through post mortem item-examinee sampling were the relative merits of two alternative procedures for allocating items to subtests in multiple matrix sampling and the feasibility of using the jackknife in approximating standard errors of estimate. The results indicate clearly that a partially balanced incomplete block design is preferable to random sampling in allocating items to subtests. The jackknife was found to better approximate standard errors of estimate in the latter item allocation procedure than in the former. These and other results are discussed in detail. (Author)

ED 075 503 TM 002 606

Hunter, Michael G. Schooley, Daniel E.

The Synergistic Evaluation Model.

Pub Date 73

Note—10p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Objectives, *Evaluation Criteria, *Evaluation Techniques, Feedback, Instruction, *Interaction, *Models, Policy Formation, Program Development

Identifiers—*Synergism

This paper presented the concepts underlying an evaluation model which has been developed and used for several years. The model emphasizes the synergism necessary for optimal evaluation strategies. The model is divided into four domains: (1) policy, (2) program development,

(3) instruction, and (4) feedback. It is synergistic in that (1) its activities require the involvement and complete interaction among students, professional educators, and parents; (2) it requires the interaction between technical and non-technical aspects of the evaluation; and (3) its activities include both goal-based evaluation (GBE) and goal-free evaluation (GFE). (Author)

ED 075 504 TM 002 607

Ramirez, A. R. Liberty, Paul G., Jr.

An Evaluative Study of Instructional Strategies and Pupil Cognitive Learning in an English as a Second Language Program of a Spanish-English Bilingual Education Project.

Education Service Center Region 1, Edinburg, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education. Pub Date 73

Note—9p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, *English (Second Language), Mexican Americans, Preschool Education, Pronunciation Instruction, *Second Language Learning, *Spanish Speaking, *Syntax, Technical Reports, Verbal Learning, Vocabulary

Identifiers—Michael Test of Oral English Language

Bilingual education programs for Mexican-American preschool and elementary grade pupils almost invariably include some type of instruction in English as a second language (ESL). Usual ESL Programs for young Spanish-speaking children are found to emphasize pronunciation drill (minimal-a pair drills: pit-bit, choose-shoes). An alternative approach deemphasizes phonological drill, concentrating instead on teaching of word order of new language (syntactic structure). Results of several studies from bilingual projects in Lower Rio Grande Valley show that Experimental groups perform no better than Control (no formal ESL instruction) groups on Pronunciation, Vocabulary, and Communication scales of Michael Test of Oral English Language Production (MTOEP), but that Experimental scored significantly (.001) higher on Structure. Hypotheses advanced are that young children may benefit only slightly by repeated drills in pronunciation and vocabulary. Primary grade children learn pronunciation by modeling. (Author/CK)

ED 075 505 TM 002 608

Honig, Alice S. Lally, J. Ronald

Assessing Teacher Behaviors with Infants in Day Care.

Syracuse Univ., N.Y. Children's Center.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Pub Date 73

Note—21p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, Classroom Observation Techniques, *Day Care Programs, *Educational Environment, Evaluation Techniques, Formative Evaluation, *Infants, Interaction Process Analysis, *Low Income Groups, Objectives, Rating Scales, *Teacher Behavior

Identifiers—ABC Scale, *Assessing Behaviors of Caregivers

The program of the Syracuse University Children's Center for the design and maintenance of an optimal living and learning environment for infants from 6 to 36 months from low-income families is presented. A checklist, Assessing the Behaviors of Caregivers (ABC) was designed to gather evidence for the extent to which teaching staff actually provided the inputs which had been articulated as specific goals of the "Infant-Fold." The checklist contains 40 items divided into seven categories. Ss were five caregivers working in the "Infant-Fold" during observation. The ABC scale is administered by an observer who tallies the behaviors of the Ss during several two-minute rating periods. As a formative evaluation technique, ABC is recommended for widespread use to monitor the quality of day care and educational programs for infants and to improve the quality of that input on a continuing basis. (CK)

ED 075 506

Thomas, Hollie B.

A Case for Using Factor Scores Rather than Summative Scores in Educational Research.

Pub Date 73

Note—13p.; Paper presented at the Joint Session of the Annual Meeting of National Council on Measurement in Education and American Education Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, Educational Research, *Factor Analysis, Grade 9, Rating Scales, *Scores, Suburban Schools, *Test Interpretation, Work Attitudes

Identifiers—*Work Values Inventory, WVI

A study designed to investigate the validity of using scale scores in lieu of factor scores for factors derived from a factor analysis technique is presented. The Work Values Inventory (WVI) was selected for use because of its purported factor structure. The population consisted of ninth-grade students from a suburban area of a large metropolitan center. A random sample of approximately 60 students was obtained from each of four schools. Scores for each subject were computed by two different methods: factor scoring and summative scoring. Fewer than 15 factors are required to define the work value dimensions included in the WVI. The common variance between the two techniques ranged from 43.6% to 70.6% with an average of 54.76%. It is tentatively concluded that the degree to which the correlation of summative scores and factors scores computed on the same data deviate from unity is an estimation of their deviation from "conceptual validity." (CK)

ED 075 507

Kniefel, Tanya M.

A Formative-Summative Evaluation Design for a State-Sponsored Program of Educational Experimentation.

North Carolina State Dept. of Public Instruction, Raleigh, Div. of Research.

Pub Date Feb 73

Note—18p.; Paper presented at the Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Development, *Educational Innovation, Elementary Schools, *Evaluation Needs, *Evaluation Techniques, *Formative Evaluation, Models, Program Descriptions, Secondary Schools, *State Programs, *Summative Evaluation

Identifiers—North Carolina, *Project SEED

An evaluation design created to provide information for a multiple-project program of educational experimentation is presented. Project SEED (State Experimentation in Educational Development) became an official education effort in North Carolina on July 1, 1971. Model for the program was that of the State's ESEA Title III program with certain exceptions. The 19 projects selected were funded to conduct innovative programs in 13 different priority areas. They were designed to be carried out in elementary, junior and senior high schools, an entire LEA and in two regional centers which provided services for 10 or more LEAs. A review of the SEED program revealed a need for two separate evaluations and for information to identify possible weaknesses. It is concluded that the evaluation design implemented clearly demonstrates the feasibility of utilizing a model of formative and summative evaluation in multiple-project programs. (CK)

ED 075 508

Klit, John A. Wentling, Tim L.

The Development and Implementation of a State-wide Evaluation System.

Pub Date 26 Feb 73

Note—21p.; Paper presented at American Educational Research Association Convention (New Orleans, Louisiana, February 26, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation Methods, *Occupational Guidance, *Program Evaluation, State Programs, *Statewide Planning, Vocational Education

Identifiers—Illinois

The Illinois system has been designed to continuously evaluate the total occupational programs of its LEAs. Consisting of three phases, the

TM 002 609

system involves local planning, state review and evaluation of local planning documents, and on-site visitation to the LEA conducted by a team of individuals from outside the agency. The structure of the system also allows the State Education Agency staff to monitor any changes in local programs. There are several aspects of the system which have greatly enhanced its success: (1) the total occupational program, (2) the composition of the visitation team, (3) the fact that all team members have input to aspects of the final report, (4) suggested solutions to accomplish recommendations made by the team, (5) the nature of the Summary Conference which is designed to eliminate errors in the report before printing, and (6) the built-in follow-up of the system being the One-and-Five-Year Plan for Vocational and Technical Education. (Author/CK)

ED 075 509

Wentling, Tim L. Klit, John A.

Meta-Evaluation Applied: The Evaluation of a Large Scale Evaluation System.

Pub Date 26 Feb 73

Note—22p.; Paper presented at American Educational Research Association Convention (New Orleans, Louisiana, February 26, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, Educational Change, *Evaluation Techniques, *Personnel Evaluation, *Program Evaluation, *State Programs

Identifiers—*Meta Evaluation

This meta-evaluation sought to evaluate the personnel, procedures, and impact of a statewide evaluation system. Personnel evaluation provided both formative and summative information, as well as information pertaining to future selection of evaluation personnel. The evaluation of procedures led to many revisions and refinements in the procedures and instrumentation of the evaluation system. The impact study supplied data to indicate data that the evaluation system did have considerable impact in bringing about changes and improvements in local plans. Significant side effects included the reorganization of State Educational Organization (SEA) consultant services. In addition to meeting the informational needs for revision of the system in Illinois, the meta-evaluation has yielded data to justify the retention of the three-phase system in future years. (Author/CK)

ED 075 510

Mann, Lester And Others

Aptitude-Treatment Interactions with Handicapped Children: A Focus on the Measurement of the Aptitude Component.

Pub Date 73

Note—26p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aptitude, *Aptitude Tests, Criterion Referenced Tests, *Evaluation Methods, *Handicapped Children, Norm Referenced Tests, *Sensory Experience, Teacher Rating

Identifiers—Campbell Fiske Matrix, Illinois Test of Psycholinguistic Abilities, Individual Achievement Monitoring System

The present study chose as its focus one of the primary reasons of why aptitude-treatment interactions (ATI) are difficult to find: methodological problems in the measurement of aptitude itself. The aptitude selected for this study is sensory modality preferences. Three types of modality data were gathered: norm-referenced (Illinois Test of Psycholinguistic Abilities), criterion-referenced (Individual Achievement Monitoring system), and teacher ratings. Use of the modality data was made under two different interpretations: forced decisions and nonforced decisions. A total of 21 variables were generated under these two interpretative conditions. A Campbell-Fiske convergent-discriminant intercorrelation matrix was formed. The first major question asked of the data was whether the commonly used, task-general ITPA modality assessments relate logically to the task-specific IAMS assessments. The second was whether the forced interpretation is compatible with the nonforced. (Author/CK)

ED 075 511

Sockloff, Alan L.

Differential Relationship with Grade Criteria for Predictors at Varying Levels of Freshman Grade Complexity.

TM 002 614

Pub Date 73

Note—21p.; Paper presented at National Council on Measurement in Education and American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Processes, College Freshmen, *Correlation, *Criterion Referenced Tests, *Curriculum, *Grade Prediction, *Prediction

Predictor-criterion relationships for cognitive, non-cognitive, and cross-product predictors were analyzed using criteria constructed for the curriculum units within the following grade complexity levels: cumulative, division, department, and course. Analyses of the correlations were performed in an attempt to inquire into the complexity of the cumulative GPA and its potential for masking relationships at the other levels. The results suggested that differential relationships do exist for the less complex sub-criteria; that these relationships characterize various groupings of curriculum units; and that these relationships may be masked at the cumulative level. (Author)

ED 075 512 TM 002 615

A Mathematics Self-Concept Test.

Pub Date 73

Note—11p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary School Teachers, *Mathematics Education, Rating Scales, *Self Concept Tests, Teacher Education, Teaching Techniques

A self-concept test was developed for use in a mathematics course for prospective elementary teachers in which a master learning approach was being tried. The 27-item test contains two scales that measure (1) satisfaction and (2) change in the way the subject feels with respect to each item. Coefficient alpha reliabilities were .86 for Scale I and .88 for Scale II when the test was given to 250 subjects. Factor analysis produced subtests of self-concept related to Class Participation, Doing Assignments, Confidence in Class, Independent Study, and Attitude. The use of these factors to measure specific effects of instructional programs is proposed. (Author)

ED 075 513 TM 002 616

Mandeville, Garrett K.

Confidence Interval Estimation of KR sub 20—Some Monte Carlo Results.

Pub Date Feb 73

Note—18p.; Paper presented at the Annual Meeting of National Council on Measurement in Education and American Educational Research Association in New Orleans, Louisiana, February 26-28, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Confidence Testing, *Item Sampling, *Literature Reviews, Sampling, *Statistical Analysis, Test Reliability

Identifiers—Monte Carlo Results
An investigation is conducted which presents extensive Monte Carlo results which indicate the conditions under which a procedure using the F distribution can be used to study the robustness of the confidence interval procedures for small samples. A review of the literature is presented. Procedure uses a binary data matrix. Results indicate that the procedure is an extremely practical one. (CK)

ED 075 514 TM 002 617

Wagner, Andrew R.

What You Always Felt You Should Know about PERT, but were Afraid to Find Out. Expanding Evaluation Concepts: Applications and Reflections.

Pub Date Feb 73

Note—8p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 26, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation Techniques, Program Descriptions, *Program Evaluation, Program Planning, *Task Analysis

Identifiers—PERT, *Project Evaluation and Review Technique
A discussion of PERT is presented. PERT is an acronym for Project Evaluation and Review Technique. The first step in a PERT analysis is to list every activity required to accomplish the pro-

ject. This is accomplished in three stages: (1) listing of major tasks, (2) assigning dates to each of these tasks, and (3) listing activities which must be performed to accomplish each task. Once a project begins, the manager should hold regular meetings with the task leaders to reanalyze the schedule. The implications of any variances can be discussed in conjunction with supplementary PERT analyses. PERT is recommended for good project results. (CK)

ED 075 515 TM 002 618

Rookey, Thomas J. Reardon, Francis J.

The Interdependence of Creative Attitude and Creative Ability.

Pub Date 73

Note—14p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, *Cognitive Processes, *Creative Ability, *Creativity Tests, Grade 5, *Student Attitudes, Technical Reports
This project studied pupil creativity in terms of the interdependence of the affective and cognitive domains. The relationships of the two facets were studied over the period of a full school year with 945 fifth grade pupils from a small urban district. Over the period of the study, growth was apparent in both domains. Parallel testings of the two domains correlated only slightly; this indicated interdependence. Most significantly, creative attitude served as a predictor of both attitude and ability while creative ability seemed only to predict itself. (Author)

UD

ED 075 516 UD 013 391

Nichols, Edwin J. And Others

Child Mental Health in the '70's.

Pub Date 6 Sep 72

Note—21p.; paper presented at the American Psychological Association annual meeting, Honolulu, Hawaii, September 6, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Care, *Child Development, Child Psychology, Early Childhood, Early Experience, *Family Programs, *Federal Programs, Intervention, Mental Health, *Mental Health Programs, Prevention, *Program Development, Public Policy, Research Methodology, Social Sciences

The Center for Studies of Child and Family Mental Health has made an assessment of national programs during the last decade, and found that the Nation took the course of child-centered intervention programs for mental health. There were many startling and promising programs developed during that time such as Head Start. However, many of the measured rapid gains were quickly lost as programs were phased out or studies were completed. A close evaluation and assessment revealed that those programs having parental involvement sustained the child's measured gains and often improved upon them; thus, family-centered preventive mental health programs are to be the major focus for the 1970's. Society can begin to help both the child and the family by strengthening the family through reform of welfare legislation, instituting procedures to encourage low income men and women to remain with families, establishing a guaranteed income, and providing family services and education. The family's eco-system can be studied and supportive forces such as the extended family, churches, social networks, and schools in the environment can be pinpointed and integrated in treatment plans. The challenge to families and those who care about families then is to increase the incidence of success and diminish the frequency of failure. A new "Galilean" approach to research must be taken in the 1970's. (Author/JM)

ED 075 517 UD 013 412

O'Connor, Edward Klein, Stephen

A Critique of the Report by Irv Garfinkel and Edward M. Gramlich entitled "A Statistical Analysis of the OEO Experiment in Performance Contracting."

Pub Date Feb 73

Note—32p.; paper presented at the American Educational Research Association annual meeting, New Orleans, La., February 1973

Available from—Dr. Edward O'Connor, Div. of Analytical Studies, Educational Testing Service, Princeton, N.J. 08540 (no charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education Programs, Educational Planning, Educational Policy, *Evaluation Methods, *Evaluation Needs, Experiments, Matched Groups, Multiple Regression Analysis, *Performance Contracts, Program Development, *Program Evaluation, Research Methodology, Statistical Analysis

This paper shows that Garfinkel and Gramlich's conclusion about the average performance of the contractors is not supported by the data. The discussion focuses on three issues: (1) The study was conducted in such a way that performance contracting schools and the comparison schools were generally not comparable in terms of initial achievement, socioeconomic status, and a host of other demographic and social variables that may have influenced the results. Since the contractors were generally assigned to the schools with the lower achieving students, who also had lower S.E.S. and family income, the effect of the non-comparability of the comparison schools was to negatively bias the estimated effect of performance contracting. (2) The statistical adjustments used by Garfinkel and Gramlich were inadequate to offset these biases. (3) The data base was open to a wide variety of potential biases that were not assessed; e.g., the testing conditions (at some schools) were terrible, the tests may have been highly speeded and thus not measuring reading and mathematics ability per se, and there was no control on the control group in that they may have been trying harder to outdo the experimentals. (Author/JM)

ED 075 518 UD 013 413

Hearings Before the Select Committee on Nutrition and Human Needs of the United States Senate, Ninety-First Congress, Second Session on Nutrition and Human Needs. Part 1—Hanger and the Income Gap. Hearings Held Washington, D.C., March 2, 3, 4, and 6, 1970.

Congress of the U.S., Washington, D. C. Senate Select Committee on Nutrition and Human Needs.

Pub Date Mar 70

Note—293p.; Committee Print, Senate Select Committee on Nutrition and Human Needs

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.20)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Child Welfare, Economically Disadvantaged, *Economic Disadvantage, Federal Programs, Food, *Guaranteed Income, *Health Needs, *Hunger, Income, Nutrition, Resource Allocations, State Programs, Welfare Agencies, *Welfare Problems, Welfare Recipients

These hearings before the Senate Select Committee on Nutrition and Human Needs are organized in several parts, of which this document is the first. These hearings begin with opening statements by a number of Senators. Following these, presentations are made by such witnesses as the following: Rev. Jesse Jackson, national director, Operation Breadbasket; Southern Christian Leadership Conference; Hon. John V. Lindsay, mayor of New York City, N.Y., accompanied by Commissioner Mitchell Ginsberg, administrator, Human Resources Administration, New York, N.Y.; Hon. Peter Flaherty, mayor of the city of Pittsburgh, Pa.; Prof. Alvin L. Schorr, professor of social policy, Brandeis University, Waltham, Mass.; Dr. George A. Wiley, executive director, National Welfare Rights Organization, accompanied by Mrs. Jeanette Washington, member of the executive committee; Robert Harris, executive director, Commission on Income Maintenance Programs; Hon. John G. Veneman, Under Secretary, Department of Health, Education, and Welfare, accompanied by Robert Patricelli, Deputy Assistant, Secretary for Interdepartmental Affairs; and others. Appended to these presentations are miscellaneous articles, publications, and tables relating to Aid to Families of Dependent Children, the Family Assistance Act of 1970, and the status of the Ten-State National Nutrition Survey. (JM)

ED 075 519 UD 013 417

Taylor, Myrtice M. And Others

Fred A. Toomer Elementary School. Research and Development Report, Volume 6, Number 6. Atlanta Public Schools, Ga.

Pub Date Oct 72

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Opportunities, *Compensatory Education Programs, Educational Opportunities, Elementary Education, *Elementary Schools, Elementary School Teachers, Employment Programs, *Inner City, Inservice Teacher Education, Longitudinal Studies, Paraprofessional School Personnel, *Program Evaluation

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Georgia

The Comprehensive Instructional Program is a locally conceived and funded project designed to improve instruction in all areas in the elementary grades throughout the school system, through diagnostic teaching and inservice training for teachers. The services of the Title I, Elementary Secondary Education Act project were utilized to meet the needs of the most educationally deprived pupils in the school. These services included those of a lead teacher, a part-time-20 per cent of a week—social worker, and three educational aides. Under the Emergency Employment Act of 1971, one educational aide was assigned for this school. This person performed similar duties to those of the Title I educational aides. The Career Opportunities Program (COP) is a training program designed to provide educational opportunities for capable persons from low-income communities who perhaps otherwise would not have pursued careers in education. Two of the Title I educational aides assigned to this school are COP participants, and therefore are pursuing a planned program of study leading toward professional certification. The Project Success Environment program at this school was a pilot program which was initiated to test the effectiveness of the success technique as it might be applied in any inner-city elementary school. (Author/JM)

ED 075 520

UD 013 423

Sloane, Martin E., Ed.

Title IV and School Desegregation: A Study of a Neglected Federal Program.

Commission on Civil Rights, Washington, D.C.

Pub Date Jan 73

Note—192p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0500-00085, \$2.35)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Civil Rights, Federal Aid, Federal Programs, Institutes (Training Programs), Integration Methods, *Integration Studies, *Program Administration, *Program Evaluation, Racial Integration, School Districts, *School Integration, School Systems, State Departments of Education

Identifiers—*Civil Rights Act Title IV

In general, civil rights staff in the Department of Health, Education and Welfare have agreed that Title IV, 1964 Civil Rights Act grants should support Title VI enforcement efforts by providing a carrot of Title IV money to complement the stick of Title VI enforcement. How best to utilize Title IV grants for this purpose, however, has been the subject of continuing disagreement. From the beginning of the program, some officials have argued that local Title IV programs should focus on educational problems which may become visible in the process of desegregation. Other staff members have contended that the emphasis should be on desegregation per se and that local programs funded under Title IV should help build understanding across lines and improve interpersonal relations. In its examination of Title IV, the Commission has concentrated its investigation on the Southern and border States where the bulk of Title IV funds have gone. The Commission also has investigated the operation of the program in New Mexico, where some program innovations have been undertaken which seemed to merit special consideration. In examining the role of Title IV as a facilitator of the desegregation process, the Commission has looked at programs developed by individual school districts, training institutes, and desegregation centers established in colleges and universities, and at Title IV units in State departments of education. (Author/JM)

ED 075 521

UD 013 434

Elefant, William L., Ed.

Israel Education Abstracts. A Selected Bibliography of Current and Past Literature on

Materials on the Philosophy, Policy, and Practice of Education in Israel. Volume 7, 1972 (Special Enlarged Edition) on Advantaging the Disadvantaged in Israeli Education.

Israel Program for Scientific Translation, Jerusalem.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date 73

Note—95p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, *Cultural Enrichment, Culturally Disadvantaged, Curriculum Development, *Educational Philosophy, *Educational Policy, *Educational Practice, Extended School Day, Extended School Year, Guidance Programs, Reading Instruction, Religious Education, Student Grouping, Supplementary Education

Identifiers—*Israel

This bibliography traces its origin back to a group of abstracts that surveyed a book published by the Israel Ministry of Education and Culture, and entitled "A Decade of Projects on Behalf of the Culturally Disadvantaged." The National Science Foundation, Washington, D. C. commissioned a chapter-by-chapter abstract to be presented in "Israel Education Abstracts," and the present bibliography is the result of the fulfillment of that commission. The abstracts in the bibliography match the number of articles in the book, and are arranged in the same order as in the book. Each abstract is further subdivided into smaller units, the titles of the sub-units being mostly derived from those within the respective chapters in the book. Additionally, almost all the tables appearing in the source book are presented at the appropriate places amongst the abstracts in the bibliography. The articles in the book cited and abstracted in the bibliography cover such topics relating to disadvantagedness in Israeli education as: cultural enrichment and religious education, changes in methods of teaching reading in grade 1, grouping procedures, pedagogical guidance, longer school days and extended school years, tutorial systems, research into the longer school day and extended school year, and research relating to the preparation of disadvantaged preschoolers for school. (RJ)

ED 075 522

UD 013 447

Project Outreach for Optimum Growth of Alienated Youth Who Reject School.

Sheridan School District 2, Englewood, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplementary Centers.

Pub Date 15 Feb 73

Grant—OEG-0-71-3250(281)

Note—111p.; Application for continuation grant, Dropout Prevention Program, 1973-74

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Disadvantaged Youth, Dropout Identification, *Dropout Prevention, *Dropout Programs, Dropout Rehabilitation, Dropouts, Enrichment Programs, Guidance Programs, High School Students, *Program Proposals, *Student Alienation, Work Study Programs

Identifiers—*Colorado, Elementary Secondary Education Act Title VIII, ESEA Title VIII, Project Outreach

Project Outreach, funded under Title VIII of Public Law 90-247, is a comprehensive five year program to introduce basic and widespread changes in Sheridan School District organization, curriculum offerings, pupil services, and teacher training. Project Outreach will bring about a complete transformation of the present Sheridan Public Schools. By concentrating on meeting the total needs of all students, most specifically alienated youth who are potential dropouts and youth who have already rejected school, Project Outreach will demonstrate, develop, and disseminate a new system that will provide relevant and meaningful educational experiences. The third program year will place special focus on: integration of Project Outreach activities and concepts with the permanent school system and personal capability development of administrators, School Board members, faculty, and community group members representing the entire school system. Students who possess a high potential for dropping out of school prior to graduation will be recruited by the Outreach Center. Students who have already dropped out will also be recruited.

Parents will be counseled to obtain their cooperation and permission in such a placement. The Outreach Center program will expand its recreational and enrichment activities to include all Sheridan secondary school students. (Author/JM)

ED 075 523

UD 013 457

Bibliography on Racism.

National Inst. of Mental Health, Rockville, Md. Center for Minority Group Mental Health Programs.

Report No—DHEW-HSM-73-9012

Pub Date 72

Note—199p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.75)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Annotated Bibliographies, Information Dissemination, Literature Reviews, *Mental Health, Political Issues, Psychiatry, Psychology, Racial Attitudes, *Racism, Research Methodology, *Research Needs, Research Utilization, Social Attitudes, *Social Sciences, Sociology

Racism in this country is a product of more than 300 years of systematic subordination of Indians and blacks by the white majority, plus later subordination of still other groups. Research dealing with the manifold role of racism in mental health has been sadly underrepresented as a proportion of the total work in the mental health field. Frequently, social aspects of mental health have been overlooked. This publication is an initial effort by the Center for Minority Group Mental Health Programs of the National Institute of Mental Health toward generating the necessary machinery for compiling and abstracting the results of research and experience in the field. The Center hopes that this annotated bibliography will encourage the growth of scholarly works on the relationship between racism and mental health to develop as a legitimate and honorable effort for doctoral and postdoctoral training. This bibliography was developed from the scientific information files of the National Clearinghouse for Mental Health Information of the National Institute of Mental Health, and contains a comprehensive listing of all abstracts relating to racism available from the computerized information files of the Clearinghouse at the time of publication. The indexes were generated from the Clearinghouse files utilizing the IBM KWOC System. (Author/JM)

ED 075 524

UD 013 458

Carroll, Stephen J., And Others

Evaluation Results for the Los Angeles Women's Job Corps Center.

Rand Corp., Santa Monica, Calif.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No—R-745-OEO

Pub Date Sep 71

Note—81p.

Available from—Communications Dept., Rand Corp., 1700 Main Street, Santa Monica, Calif. 90406 (no price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Basic Skills, Changing Attitudes, Cognitive Development, Economically Disadvantaged, Educational Diagnosis, *Job Training, Nonresidential Schools, *Program Evaluation, Residential Programs, Self Concept, *Vocational Training Centers, *Womens Education, Young Adults

Identifiers—California, *Los Angeles Womens Job Corps Center

In June 1969, The Rand Corporation was funded by the Office of Economic Opportunity to evaluate an experimental commuter program operated by the Los Angeles Women's Job Corps Center (LAWJCC). An earlier report has described the evaluation design [ED 052 372]. This report presents the results of the empirical analysis. In the interest of deriving useful evaluative information for program administrators within a reasonable period, short-term indicators of long-term outcomes must be used. This study examines the relative effectiveness of the commuter program in terms of three such short-term indicators: corpswomen's cognitive gains, changes in corpswomen's work-relevant attitudes, and the length of time that corpswomen remained in the Center. With respect to cognitive gains, the main finding is that any influence of residence upon cognitive gain, as measured by changes in Job

Corps Test and Stanford Achievement Test scores, is in a negative direction. Significantly positive increases in reading and mathematics, as measured by the tests, occur while women are at the LAWJCC. There was considerable evidence either that the accuracy of measurement of cognitive gain varies from one test to another, or that the tests measure different dimensions of progress. Resident corpswomen are substantially more likely to leave the Center within 90 days of entry than are commuter corpswomen. (Author/JM)

ED 075 525 UD 013 468

Rouse, Donald E.
The Black Plateau.
Pub Date Feb 73

Note—13p.; paper presented at the American Educational Research Association annual meeting, New Orleans, La., February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Problems, Administrator Background, Administrator Role, Administrator Selection, Career Opportunities, Cultural Factors, Educational Administration, Field Studies, *Negro Role, Occupational Mobility, *Principals, *Promotion (Occupational), *Racial Discrimination, Surveys, *Urban Schools

This study describes and assesses the basic problems of black males who enter educational administration as a career, showing the relationship between their cultural background and their aspirations in the field of administration of a large city school system. The role taken by the researcher is that of participant-observer. The collection of field data entailed the following: (1) a written survey (questionnaire); (2) interviews and tape recordings, if and where possible; (3) an inspection and/or review of the "Job Analysis Division" as a description of each administrative position and requirements for these positions; and, (4) a search of personnel records in order to show career achievement and professional growth patterns. The data source was the total population of Black Male School Administrators working in a large urban school system. All the black administrators were surveyed and interviewed. A search of personnel records was made to determine career achievement and professional growth patterns from educational beginning in the system to present. There were a total of 40 individuals in the study. Some of the problems uncovered by this study included that of identifying racial prejudice as opposed to normal job competition. Blacks compete among themselves for good jobs, as well as against whites, and whites, too, must compete against each other as well as blacks. (Author/JM)

ED 075 526 UD 013 469

Richardson, Eugene J., Jr.

A Comparative Study of the Philadelphia Leadership Program at the Pennsylvania State University.

Pub Date Feb 73

Note—15p.; paper presented at the American Educational Research Association annual meeting, New Orleans, La., February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Administrative Personnel, Administrator Background, Admission (School), *Admission Criteria, Adult Education, Certification, *Doctoral Programs, *Educational Administration, Higher Education, *Leadership Training, *Principals, Program Evaluation

Identifiers—Pennsylvania State University, Philadelphia Leadership Program

This study was designed to determine if specially funded administrative training programs selecting participants through nonacademic criteria can be successful according to graduate school measures of success. The success of students admitted according to special criteria was compared with the success of students admitted through regular academic criteria. The study is also intended to determine if potential minority group administrators can be identified through measures of personal competence. This study of the Philadelphia Leadership Program (PLP) was conducted at The Pennsylvania State University. This program is a part of the federally funded Advanced Administrative Training Program of the School District of Philadelphia. The PLP has two sections, one for doctoral students in Educational Administration and one for students seeking

ing principalship certification. In this study the minority group students of PLP were compared with non-minority students studying Educational Administration. The mean grade point averages of the students in the special program were compared with those of random samples of non-minority students who were admitted through regular admissions requirements. The mean Miller Analogies Test score of the special students was also compared with that of the random sample of regularly admitted doctoral students. (Author/JM)

ED 075 527 UD 013 470

Chapman, Robert L.

The Role Expectation of the Black Urban Principal as Perceived by Himself, Administrators, Influentials, and Other Active Community Persons.

Pub Date Feb 73

Note—28p.; paper presented at the American Educational Research Association annual meeting, New Orleans, La., February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Role, Black Community, Educational Administration, Educational Quality, Negro Leadership, *Negro Role, Negro Teachers, *Principals, Promotion (Occupational), Racial Balance, Racial Discrimination, *Role Perception, School Community Relationship, School Integration, *Urban Schools

This study investigates the role expectations of the urban black principal as perceived by the principal himself, and by significant other blacks, both educators and non-educators. It is hypothesized that: (1) black principals are more apt to be employed in schools with a predominantly black student body rather than a school with a predominantly white student body; (2) significant other black administrators will have a higher expectation of black principals than the black principal may have of himself in areas of client orientation as it relates to advocacy, and initiative as it relates to creativity in role; and, (3) influential blacks and other active black community persons will have a higher expectation of black principals than the black principal may have of himself in areas of client orientation as it relates to advocacy, and initiative as it relates to creativity in role. Records of a large urban school system pertinent to the school years September 1954 through August 1972, were collected and utilized for purposes of this study. A stratified sample was obtained to test adequately the hypotheses by choosing respondents from three relatively discrete populations within the total school community: principals, administrators subordinate to the principal, and influential and active community persons. (Author/JM)

ED 075 528 UD 013 471

Colosimo, Jerry

Tutors in the Vanguard System.

Pub Date [73]

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Compensatory Education, *Cross Age Teaching, Incentive Systems, Individual Instruction, Individualized Reading, Instructional Innovation, Junior High School Students, *Motivation, Positive Reinforcement, *Preschool Programs, *Reading Readiness, Teaching Methods, Teaching Skills, *Tutorial Programs

Identifiers—Western Institute for Science and Technology

The Western Institute for Science and Technology, operating since 1968, has had as its objective taking certain of the most promising of the techniques emerging from educational research, combining them, and testing their validity by implementing them in selected school situations. Vanguard, the instructional model which has emerged from this reality testing, effectively coordinates three proven techniques within a highly structured context. First, Vanguard stresses individual diagnosis and continuous progress learning based on demonstrated mastery. Second, Vanguard makes systematic use of incentives. Third, student tutors are used as an integral part of the in-school instructional function, in contrast to more common remedial tutorial programs. Although Vanguard methods have been applied at all levels ranging from preschool to college, and with student populations from disadvantaged to affluent, the focus of this paper is on

preschool efforts. To date, a total of six projects have been carried out in three different locations designed for extremely disadvantaged preschool populations. The reading readiness programs at the Marlin Neighborhood Center, Marlin, Texas, provide a good example. In November 1971, 29 five year old children were enrolled in a demonstration project. The specific behavioral goal was to raise their scores on the Metropolitan Reading Readiness Test. This goal was abundantly realized. (Author/JM)

ED 075 529 UD 013 478

Neyman, Clinton A., Jr.

Evaluation of ESEA Title I Programs for the District of Columbia, 1970-71. Final Report.

George Washington Univ., Washington, D.C. Social Research Group.

Spons Agency—District of Columbia Public Schools, Washington, D.C.

Pub Date Nov 72

Note—357p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Compensatory Education Programs, Disadvantaged Youth, Economically Disadvantaged, Elementary School Students, *Inservice Teacher Education, Private Schools, *Program Evaluation, Public Schools, *Reading Programs, Reading Readiness, Secondary School Students

Identifiers—*District of Columbia, Elementary Secondary Education Act Title I, ESEA Title I

The overall objectives of the 1971-72 Title I, Elementary Secondary Education Act program were: to raise reading and mathematics achievement level one year and five months; to reinforce, enrich, and extend skill mastery through integration of the special subject areas; to broaden the experiential backgrounds of the children; to recognize and accept the values and contributions of each subject to reading and mathematics; and, to increase teacher competency. Forty elementary schools and nine junior high schools were selected as Title I target schools based upon an economic index. To these were added nine elementary schools that had received Title I services during the 1970-71 school year. In the public schools, the students "identified" for the purpose of participating in the Title I program were those in the first, second, third and seventh grades, whose test scores on the Fall 1971 citywide tests placed them at or below the fiftieth percentile of the D.C. school students in these grades in either reading total or mathematics total grade equivalent score; or, in the case of the first grade, in the reading readiness percentile rank. In the eight nonpublic schools, identified students were selected from only those students in grades one through eight who lived within the attendance areas of public Title I schools and who fell below the citywide median in their test scores in reading or mathematics. (Author/JM)

ED 075 530 UD 013 480

Hearings Before the Committee on Education and

Labor, House of Representatives, Ninety-Second Congress, Second Session on H. R. 44, H. R.

981, H. R. 1491, H. R. 6179, H. R. 7796, H. R. 12695 and Related Proposals...Oversight

Hearings on Elementary and Secondary Education. Hearings Held Washington, D. C., September 26-28, and October 4 and 11, 1972.

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.

Pub Date Oct 72

Note—456p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Compensatory Education, Educational Finance, *Educational Legislation, Educational Needs, Educational Resources, Elementary Schools, *Federal Aid, *Federal Legislation, Federal Programs, Financial Problems, Inner City, Resource Allocations, Secondary Schools, Urban Education

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I

These hearings before the Committee on Education and Labor are on the Elementary Secondary Education Act, legislation to extend that act, and the relationship of the Elementary and Secondary Education Act to other programs that would be authorized by pending legislation. In this respect, the committee is considering a number of bills, including the administration's proposed revenue sharing measure and bills that

have been introduced to provide more general aid to elementary and secondary schools, H.R. 981, 1491, 12696, and 16202. The presentations of witnesses before the committee focused on the operation of elementary and secondary education programs, their effectiveness in improving the quality of education, other data pertinent to the administration of elementary and secondary programs, and the views and comments of the witnesses with respect to the need for additional financial support for elementary and secondary schools. Appended to the presentations of witnesses before the committee are miscellaneous articles, tables, and publications relating to the school finance survey of the Council of the Great City Schools; Title I programs in Boston, Massachusetts; the Cooperative Improvement Program; Title I program needs in Syracuse, New York; and other topics. (JM)

ED 075 531 UD 013 481

Comer, James P.

Beyond Black and White.

Pub Date 72

Note—283p.

Available from—Quadrangle Books, Inc., 330 Madison Avenue, New York, N. Y. 10017 (\$7.95)

Document Not Available from EDRS.

Descriptors—Black Power, Conflict, Individual Characteristics, Negro Attitudes, Political Attitudes, Power Structure, Psychiatry, *Race Relations, *Racial Attitudes, Racial Integration, Racial Segregation, Social Attitudes, *Socialization, Socially Deviant Behavior, *Social Problems

Black and white conflict is a by-product of a more basic problem: the failure of this society to develop a social system that enables all people to meet their basic human needs at a reasonable level. Until this is done, we will not be able to move beyond black and white. The underlying problem is related to a sudden acceleration of human history which at one and the same time enabled man to solve many problems and created new ones that he had never faced before and was ill-prepared to solve. Each stage of scientific and technological development required greater social and skill development of children. Such development in children requires stability and support from families, schools, and other developmental institutions in the society. A job or an income sufficient to meet the basic needs of the family is the major ingredient of family stability. But a job or income is not enough. Adults must feel that they are preparing their children for full and fair participation in their society. Human beings react to a sense of rejection and valuelessness in ways that are harmful to themselves, their children, and their society. Apathy, depression, drugs, alcoholism, and other troublesome behavior are the result. Increasingly the reaction is against the society—the apparent rejecter. (Author/JM)

ED 075 532 UD 013 482

Miller, Kent S., Ed. Dreger, Ralph Mason, Ed.

Comparative Studies of Blacks and Whites in the United States. Quantitative Studies in Social Relations Series.

Pub Date 73

Note—584p.

Available from—Seminar Press, Inc., 111 Fifth Avenue, New York, N. Y. 10003 (\$16.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Attitudes, Biological Influences, Cognitive Processes, *Comparative Analysis, Crime, Early Childhood Education, Family Characteristics, *Individual Characteristics, Integration Effects, Mental Health, *Racial Differences, *Research Reviews (Publications), Self Concept, *Social Sciences

The contents of this book are organized in seventeen chapters, as follows: (1) "Perspective and Overview," K. S. Miller and R. M. Dreger; (2) "Racial Experimenter Effects," J. M. Sattler; (3) "Behavior-genetic Analysis and its Biosocial Consequences," J. Hirsch; (4) Biological Substrata, R. M. Malina; (5) "Language Abilities of Black Americans," J. C. Baratz; (6) "Intellectual Functioning," R. M. Dreger; (7) "Temperament," R. M. Dreger; (8) "Self-concept and Attitudes," J. J. Christmas; (9) "Effects of early intervention programs," N. W. Gottfried; (10) "Extent of and Effects of Desegregation," S. O. Roberts and C. P. Horton; (11) "Educational Achievement," L. L'Abate, Y. Oslin and V. W.

Stone; (12) "Occupational Aspirations, Opportunities, and Barriers," J. J. Kirkpatrick; (13) "Social Perceptions and Attitudes," E. E. Johnson; (14) "Family Organization and Ideology," J. J. Jackson; (15) "Mental Health," J. J. See and K. S. Miller; (16) "Black Crime," L. D. Savitz; and, (17) "Race and Political Behavior," J. J. Clarke. (JM)

ED 075 533 UD 013 483

Executive Abstracts: Summary of the Title I Evaluation, 1971-1972 School Year.

Los Angeles Unified School District, Calif. Measurement and Evaluation Branch.

Pub Date 72

Note—102p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Compensatory Education Programs, Elementary Education, English (Second Language), Federal Programs, Parochial Schools, Private Schools, *Program Evaluation, Public Schools, Reading Programs, Secondary Education, *Special Education, *Urban Education

Identifiers—*California, Elementary Secondary Education Act Title I, ESEA Title I

Activities funded under Title I of the 1965 Elementary Secondary Education Act evaluated in this report were in progress in 82 elementary schools, 15 junior and two senior high schools, 45 nonpublic schools, three schools for the handicapped, and 24 special institutions during the 1971-72 school year in Los Angeles. For elementary pupils, test results in both reading and arithmetic showed gains slightly improved over 1970-71. Significant gains were found for pupils in Preschool and English as a Second Language programs. Activities in parent involvement and intergroup relations were expanded at both elementary and secondary levels. An encouraging upward trend was found in achievement scores for secondary students when three-year data were plotted. Secondary students who do remain in the ESEA program three consecutive years can be expected to make about twice as much progress as comparable students who are not in ESEA reading and arithmetic. Through the use of the Resource Room, augmented instructional services were provided to more than 1000 public and nonpublic school pupils enrolled in Special Programs for the Handicapped. The Follow the Child Program involved transporting more than 500 Title I eligible pupils to non-Title I schools for the year. Children in nonpublic school ESEA programs were scheduled for remedial help in reading and arithmetic. (Author/JM)

ED 075 534 UD 013 485

Wofford, Joan Ross, Joanne

Philadelphia's Parkway Program: An Evaluation.

Organization for Social and Technical Innovation, Newton, Mass.

Spons Agency—Philadelphia School District, Pa. Pub Date 3 Apr 73

Note—99p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Admission Criteria, Curriculum Development, Educational Administration, *Experimental Schools, *High Schools, Instructional Staff, Parent Reaction, *Program Evaluation, Reading Achievement, *School Planning, Student Attitudes, Tutorial Programs

Identifiers—Parkway Program, *Pennsylvania

The Parkway Program is the prototype school-without-walls created by the School District of Philadelphia in 1967. The program presently consists of four units of approximately 200 students (chosen by lottery from throughout the city), ten teachers, ten to 12 interns, and a Unit Head and administrative assistant housed in four separate non-school locations around the city. The students attend classes in: (1) conventional subject matter areas, the bulk of which are taught by the Parkway teachers, and which usually take place in sites around the city contributed by agencies and institutions, and (2) subject fields not ordinarily available to high school students, offered by volunteers (many from institutions) whose courses are monitored by Parkway staff. To provide intellectual and interpersonal coherence to the program and to offer counseling and basic skill development to all students; Parkway offers a period each day called tutorial. This report poses as the central question: Is Parkway a justifiable public enterprise despite its weaknesses? The program is justified in terms of its goal as seen

through the eyes of its major constituencies, in terms of its student body's academic achievement, attendance and attitudes, and in terms of a perspective for viewing the program as part of the public school's commitment to meet the educational needs of all children. (Author/JM)

ED 075 535 UD 013 498

Pettigrew, Thomas F. And Others

Busing: A Review of "The Evidence."

National Affairs, Inc., New York, N. Y.

Pub Date 73

Note—31p.

Journal Cit—Public Interest; n30 p88-118 Winter 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bus Transportation, Changing Attitudes, Educational Policy, *Integration Effects, *Integration Methods, *Policy Formation, Program Evaluation, Public Policy, Racial Attitudes, *School Integration, *Student Transportation, Transfer Programs, Urban Education Identifiers—Massachusetts

David Armor's "The Evidence on Busing" presented a distorted and incomplete review of this politically charged topic. We respect Armor's right to publish his views against "mandatory busing." But we challenge his claim that these views are supported by scientific evidence. A full discussion of our reading of the relevant research would be too lengthy and technical for the non-specialist. We must limit ourselves to outlining and discussing briefly our principal disagreements with Armor, which center on four major points. First, his article begins by establishing unrealistically high standards by which to judge the success of school desegregation. Second, the article presents selected findings from selected studies as "the evidence on busing." The bias is twofold. The few studies mentioned constitute an incomplete list and are selectively negative in results. Only cursory descriptions are provided of the few investigations that are reviewed. Third, the paper's anti-busing conclusions rest primarily on the findings from one short-term study conducted by Armor himself: an evaluation of a voluntary busing program in metropolitan Boston. This study is probably the weakest reported in the paper. Fourth, objections must be raised to the basic assumptions about racial change that undergird the entire article. The whole national context of individual and institutional racism is conveniently ignored. [For David Armor's reply, see UD 013 499.] (Author/JM)

ED 075 536 UD 013 499

Armor, David J.

The Double Double Standard: A Reply.

National Affairs, Inc., New York, N. Y.

Pub Date 73

Note—13p.

Journal Cit—Public Interest; n30 p119-131 Winter 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Bus Transportation, Changing Attitudes, Educational Policy, *Integration Effects, *Integration Methods, *Policy Formation, Program Evaluation, Public Policy, *School Integration, *Student Transportation, Transfer Programs, Urban Education Identifiers—Massachusetts

Thomas Pettigrew and his associates have missed the essential point of my study. The essential requirement for sound reasoning on this matter is observance of the distinction among the findings of science, the results of policy, and the dictates of law or morality. I studied the results of existing policies of induced school integration (all of which used, out of necessity, varying amounts of busing). I was not studying the scientific issue of what might happen under various conditions (other than those in effect in the programs studied), nor the legal question of whether it should have happened according to various constitutional interpretations. My task was far simpler. I asked only the question: What has happened? My critics have confused the "has" with the "might" and the "should." This confusion is further compounded by their application of two double standards for the evaluation and use of the evidence on busing. I am accused of having too severe standards and unrealistic expectations about the benefits of induced school integration. But I did not formulate these standards and expectations. They come from the programs themselves, buttressed by several noteworthy studies. I would like to see more voluntary busing on a controlled,

experimental basis accompanied by a careful research and evaluation effort. This is the only responsible way to resolve the busing controversy and to establish sound guidelines for policy makers. [For the article by Thomas Pettigrew, see UD 013 498.] (Author/JM)

ED 075 537

UD 013 500

Gall, Peter

Desegregation: How Schools are Meeting Historic Challenge. Current Trends in School Policies and Programs Series, Number 3.

National School Public Relations Association, Arlington, Va.

Pub Date 73

Note—97p.

Available from—National School Public Relations Association, 1801 N. Moore Street, Arlington, Va. 22209 (Stock No. 411-12854, Single copy \$6.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Administrator Attitudes, *Administrative Role, Boards of Education, *Community Role, *Educational Administration, Integration Effects, *Integration Methods, Integration Studies, Local Issues, Political Issues, School Community Relationship, *School Integration, School Superintendents, Student Transportation

Identifiers—League of Women Voters

This report is organized in eight parts, as follows. The first part is an "overview" discussing such topics as the lack of commitment to the disadvantaged, making desegregation work, opposition to busing, and public opinion. There follow six chapters: Chapter 1, "Where Educators Stand," discusses the way professional and lay educators have swung behind desegregation as others have attacked, abandoned, or belittled it. Chapter two, "Ten Rules: How to Begin," provides some guidelines for the majority of school administrators, board members, and teachers who wish to try to make desegregation work with regard to forming alliances supporting desegregation. Chapter three, "Womanpower at Work: The League of Women Voters," describes how to utilize this group in the promotion of school desegregation. Chapter four, "Implementing Desegregation," traces the pattern which emerges from the experience of United States Office of Education and the experiences of some desegregating or desegregated school districts. Chapter five, "Getting Help from Outside," discusses the funding and location of consultants. Chapter six, "Whither Desegregation in the '70s? A Local Burden," discusses the need for individual superintendents and boards to demonstrate leadership on the race/schools issue. An "appendix" includes a glossary and various materials useful for the administrator of a desegregating school district. (Author/JM)

ED 075 538

UD 013 502

Goodman, Allen C.

The Busing Game. Working Paper Series, W2-30.

Yale Univ., New Haven, Conn. Center for the

Study of the City and its Environment.

Report No.—W2-30

Pub Date 26 Dec 72

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bus Transportation, Classroom Games, Educational Games, Educational Policy, Human Relations, *Integration Methods, Policy Formation, Political Issues, Public Policy, *School Integration, *Social Studies, Student Transportation, *Teacher Education, *Teaching Methods, Teaching Models

This monograph provides a format for teaching about busing, either to prospective teachers or to students, on all levels of the educational process. A model is developed that can be used by students themselves in the development of methods of improving human relations and studying problems of democracy and American life. The model presented here is that of a game that has been formulated to study the implications and effects of a busing policy. It involves a definition of the actors (those people who participate in the decisions), the rules by which these people may interact, the objective parameters (the "facts") that "set the stage" for the interactions and the attitude parameters (the "emotions"), that govern the people's feelings. Hopefully the effect of "The Busing Game" will be to explain the reasoning behind the formulations of the parame-

ters so as to facilitate the use of this tool in teaching and learning. Originally the model was done as a project for a "Foundations of Education" class in which the instructor stated that if the students were to give presentations, the presentations should be fun and involve everyone in the class. This forced the author to look into the busing question, and the social decision-making process as a whole, to examine the parameters, both objective and subjective, and to determine the roles and attitudes of the players in such a drama. (Author/JM)

ED 075 539

UD 013 503

A Manual for Enforcing Title I Comparability.

Lawyers Committee for Civil Rights Under Law, Washington, D. C.

Pub Date Dec 72

Note—227p.

Available from—Lawyers Committee for Civil Rights Under Law, School Finance Project, 520 Woodward Building, 733 - 15th St., N. W., Washington, D. C. 20005

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Comparative Statistics, Compensatory Education Programs, Educational Finance, *Federal Aid, Federal Programs, Financial Support, Law Enforcement, Program Development, Project Applications, School Districts, *School Support, *State Aid

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I

This manual is a detailed guide to the "comparability requirement" and other provisions of Title I of the Elementary and Secondary Education Act of 1965 which are intended to ensure that Title I programs provide compensatory education. Section I gives an overview of Title I and its comparability provision. Section II shows how to read and analyze the reports (called "comparability reports") which school districts must prepare to show whether the educational services provided with non-federal funds in Title I schools are comparable to those provided in non-Title I schools. Section III describes the types of errors that a school district may have made in its comparability report and the general procedure to be followed to check for such errors. The data sources used for this check are explained in an appendix. Section IV is a brief summary of the legal requirements of Title I arranged in the order in which they would be considered by a school district that was developing a Title I project. A draft of a model complaint for enforcing comparability in Federal court and legal memoranda on certain issues that may arise in the course of litigation are included. Appendices include: selected U. S. code provisions related to the enforcement of comparability; requirements in code of federal regulations; Title I program guide number 44; United States Office of Education draft manual on comparability (Fall 1970); and, brief for the U. S. Commissioner of Education as amicus curiae, *Barrera v. Wheeler*. [This document has been reproduced from the best available copy.] (Author/JM)

ED 075 540

UD 013 504

Hannen, Lew W. And Others

[A Description of Project F. O. O. D.—Focus on Optimal Development of Children, Durham, North Carolina.]

Durham City Schools, N.C.

Pub Date 3 Aug 72

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Development, Disadvantaged Youth, Economically Disadvantaged, Elementary School Students, *Health Programs, *Interdisciplinary Approach, *Nutrition, Nutrition Instruction, Parent Participation, Program Descriptions, Program Development, Team Administration, Team Teaching, Urban Education

Identifiers—*North Carolina, Project Focus on Optimal Development of Children, Project Food

Project Focus on Optimum Development of Children (F.O.O.D.) was initiated in June, 1971, as a demonstration project with child health and development as a key purpose for pupils based in two poverty area schools in Durham, North Carolina; the project this year has served 1300 children. It has provided consultation to teachers and liaison work with parents and community agencies. The six objectives of the project are as follows: (1) to demonstrate and document the development of an interdisciplinary team located

in a public school setting whose efforts are directed toward the objectives of this project; (2) to demonstrate and document methods to increase parent participation in the school's nutritional, educational, and child development program; (3) to demonstrate and document methods to increase positive changes in children in the area of nutritional intake and attitudes, learning, and self-concept; (4) to demonstrate and document increased utilization of existing community resources in a public school setting; (5) to train professionals and paraprofessionals to create an awareness of the impact of nutrition, mental and physical health, and the learning processes in the public school setting; and, (6) to demonstrate and document improvements in the awareness of teachers toward the unique educational, emotional, and nutritional needs of these children. (Author/JM)

ED 075 541

UD 013 507

Shanner, William M.

Procedures for the Preparation of Descriptions on Assessment of Exemplary Programs. Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Information Dissemination.

Report No.—AIR-20200-4-73-FR

Bureau No.—BR-2-0200

Pub Date Apr 73

Contract—OEC-0-70-3674

Note—140p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Basic Skills, Bilingual Education, *Compensatory Education Programs, Educational Change, Elementary Education, *Information Dissemination, Inner City, Instructional Innovation, *Program Descriptions, Program Effectiveness, *Program Evaluation, *Reading Programs, Secondary Education, Spanish Speaking, Vocational Education

The chief purpose of this project was to prepare descriptions of exemplary programs in childhood education and reading having sufficient merit to be considered as visitation sites for other educators. The childhood education phase of this project was funded jointly by the Office of Economic Opportunity and the Office of Education. Its purpose was to select and document a variety of programs including Head Start, Follow Through, elementary and secondary programs in inner city schools, programs for Spanish-Speaking, and programs in basic skills and vocational areas for initial dissemination through the six Regional and National White House Conferences. In addition it was planned that OEO and OE could use the print and nonprint materials developed by the project for independent dissemination efforts. The exemplary reading programs phase of the project involved the field assessment of selected programs related to reading instruction and the verification of their effectiveness as demonstration sites for visits by personnel from other school districts. Program descriptions and leaflets were prepared for the 37 reading programs and 34 childhood education programs. Audio-visual documentation was prepared for 12 childhood education programs. This project was one in a series directed toward the wider dissemination of new and innovative practices in education, and was funded by the Office of Information Dissemination of OE. (Author/JM)

ED 075 542

UD 013 522

Jones, Reginald L., Ed.

Black Psychology.

Pub Date 72

Note—445p.

Available from—Harper & Row, Publishers, Inc., 10 E. 53 Street, New York, N. Y. 10022 (\$5.95)

Document Not Available from EDRS.

Descriptors—Bias, *Black Community, *Counseling, Educational Diagnosis, Motivation, *Negro Education, Negro Role, Personality Assessment, Psychoeducational Processes, *Psychological Characteristics, *Psychological Evaluation, Racial Attitudes, Racism, Social Structure, Testing Problems

The contents of the present volume, designed to bring together in a single place writings by the new black psychologists and other black social and behavioral scientists, are organized in seven parts, as follows: Part I, "Black Psychology: Per-

spectives," includes articles by Cedric Clark, Wade W. Nobles, Doris P. Mosby, Joseph White, and William A. Hayes. Part II, "The Psychological Assessment of Blacks," includes articles by Edward J. Barnes, Robert L. Williams, Bay Area Association of Black Psychologists, Robert L. Green, and William F. Brazziel. Part III, "Personality and Motivation," includes articles by Alvin Poussaint and Carolyn Atkinson; Doris P. Mosby, Thomas O. Hilliard, Pearl Gore Dansby; William S. Hall, William E. Cross, Jr. and Roy Freedle; and Edward J. Barnes. Part IV, "Counseling Blacks," includes articles by Martin H. Jones and Martin C. Jones; William M. Banks, Edward J. Barnes; William A. Hayes and William M. Banks; and Willie S. Williams. Part V, "Educating Blacks," includes articles by Price Cobbs, Edward K. Weaver, Thomas S. Gunnings, Reginald L. Jones, and John L. Johnson. Part VI, "Perspectives on Racism," includes articles by James P. Comer, Charles B. Wilkinson, J. H. Howard, Lloyd T. Delany, and Roderick W. Pugh. Part VII, "Psychology and Psychologists in the Community," includes articles by Jesse L. Ferdinand Jones, Charles W. Thomas, William M. Harvey and William D. Pierce. (JM)

ED 075 543

UD 013 523

Harrison, Bennett

Education, Training, and the Urban Ghetto.

Pub Date 72

Note—288p.; based on doctoral dissertation, University of Pennsylvania, Philadelphia, Pa., 1971.

Available from—Johns Hopkins Press, Baltimore, Md. 21218 (\$10.00).

Document Not Available from EDRS.

Descriptors—City Problems, Economic Factors, *Educational Background, *Employment Patterns, *Ghettoes, Human Capital, Income, Job Training, Labor Economics, Models, *Productivity, Residential Patterns, Suburbs, Urban Education, *Urban Population

The central purpose of the present study is to examine whether increases in the potential productivity and/or the credential-derived social attractiveness of ghetto workers are translated into higher quality employment. Under the untested assumption that the potential productivity of a worker living in the ghetto is positively correlated with the number of years of school he has completed, and that participation in formal training programs similarly increases potential productivity, this study examines the magnitude of the job-related returns to these investments in human capital and the sensitivity of these returns in intrametropolitan variations in residential location. Ten models are developed in the first chapter. The next two chapters present estimates of models (8) through (10), using exclusively ghetto data. In order to place these findings in context, and to study additional questions associated with the concept of "suburbanization," returns to the human capital of workers living outside the ghetto are estimated in Chapter Four. Chapter Five places these findings within the structure of a new labor market theory. Chapter six summarizes the statistical findings and draws upon these in a critical evaluation of the "current orthodoxy" concerning urban minority manpower policy. Finally, new directions in employment policy are recommended in Chapter Seven. (Author/JM)

ED 075 544

UD 013 524

Fleming, Lily And Others

High School Health Fairs. Manual for Conducting Medical Examinations for Students in a Large Urban High School.

New York Life Insurance Co., New York.

Spons. Agency—New York City Economic Development Council, N.Y.

Pub Date 72

Note—59p.

Available from—Mrs. Lily Fleming, New York Life Insurance Co., 51 Madison Avenue, Room 1551, New York, N. Y. (No charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescence, *Adolescents, Health Activities, Health Education, Health Facilities, *Health Needs, *Health Programs, High School Students, Medical Evaluation, Medical Services, *Physical Health, *Program Planning, Urban Population, Voluntary Agencies

Identifiers—New York City

This report focuses on the Brandeis Health Fair. In June, 1970, Mrs. Lily Fleming, a young black woman was assigned by the New York Life

Insurance Company to serve as a full-time project associate in the Brandeis High School partnership program sponsored by the Economic Development Council (EDC) of New York City. Soon after arriving at Brandeis, she undertook the task of trying to improve the health of students at Brandeis. A conference of the Social Studies Department on November 8, 1971 gave impetus to the idea of a health project, and the minutes recommended that EDC and the school work together to start a health program. The first of a series of planning meetings was held in December, with representation from school departments, EDC, and the Department of Health of New York. The date set for the Health Fair was the week of April 17, which gave the planning group five months to put together the whole program, including plans for follow-up procedures after the Fair. The decision was made to devote three days to the testing of students in Grades ten through 12 in the main building and two days for testing the ninth grade in the Annex. This turned out to be an appropriate decision, since the number of students who took tests in the ninth grade was as large as the total number of students tested in the other three grades combined. [Seven pages of copyrighted material, pages 55-61, have been deleted from the document.] (Author/JM)

ED 075 545

UD 013 525

White, Bayla F. And Others

The Atlanta/Urban Institute School Classification Project.

Urban Inst., Washington, D.C.

Spons. Agency—Ford Foundation, New York, N.Y.

Report No.—UI-714-1

Pub Date Nov 71

Note—104p.

Available from—Publications Office, Urban Institute, 2100 M Street, N. W., Washington, D. C. 20037 (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, *Classification, Educational Administration, *Educational Diagnosis, Educational Planning, Educational Programs, Information Storage, Information Utilization, Input Output Analysis, Program Development, Program Evaluation, *Schools, *Student Characteristics, Systems Analysis, *Urban Schools

This report describes efforts to develop and implement a technique for using information on school performance as a tool in improving planning and management within a large urban school system. The Urban Institute and the Atlanta schools are attempting to demonstrate a technique for grouping schools on the basis of their student composition, comparing performance among similar schools, and then using the results in planning new programs and in assessing and restructuring existing educational activities. The method involves a means of identifying groups of schools which serve similar student populations and in which performance is therefore expected, a priori, to be similar. These groupings provide the framework for comparing relative performance, both within a single group and among groups, as a means of determining what is happening in a large complex school system. The technique focuses on outputs—on the changes that are occurring as a result of exposure to the educational process. The classification technique focuses on the school as the unit of observation, since it, rather than the pupil or the project, is the basic administrative unit in a local school system. Finally the classification techniques relies primarily on data which is already at a central location in the school system. (Author/JM)

ED 075 546

UD 013 526

The Accelerated Learning Experiment: An Approach to the Remedial Education of Out-of-School Youth. Final Report.

George Washington Univ., Washington, D.C. Social Research Group.

Spons. Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Nov 72

Note—150p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, *Accelerated Programs, Dropout Rehabilitation, *Dropouts, Job Training, Manpower Development, *Program Evaluation, Remedial Instruc-

tion, *Remedial Programs, Urban Education, *Urban Youth
Identifiers—Job Corps, Missouri, Ohio, Pennsylvania

This paper reports the results of the experimental use of new remedial education techniques in three urban out-of-school Neighborhood Youth Corps programs. The use of these techniques and the evaluation of the results of these techniques constituted the Accelerated Learning Experiment. The research design called for study groups of 50 each in three different cities, using the education system and materials developed for the Job Corps Conservation Centers. Measures of academic achievement of enrollees were taken at the beginning of the program and again after three and six months. Bi-weekly reports on each student and program progress were prepared by the instructors. The three cities selected for the Accelerated Learning Experiment were: St. Louis, Missouri; Cincinnati, Ohio; and, Pittsburgh, Pennsylvania. Each of the sites was provided with the criteria for an "ideal" experiment, and arrangements were worked out in each city for the most feasible programs in relation to local problems and conditions. Teachers from all three cities were brought together in Pittsburgh in early February, 1968, and were trained by a Job Corps staff member in the use of the Job Corps materials. During the course of the Experiment, educational consultants visited the classrooms periodically to assist teachers with any problems that they had encountered. (Author/JM)

ED 075 547

UD 013 538

Hawley, Amos H., Ed. Rock, Vincent P., Ed.

Segregation in Residential Areas: Papers on Racial and Socioeconomic Factors in Choice of Housing.

National Academy of Sciences - National Research Council, Washington, D. C. Div. of Behavioral Sciences.

Pub Date 73

Note—244p.

Available from—Printing and Publishing Office, National Academy of Sciences, 2101 Constitution Avenue, N. W., Washington, D. C. 20418 (\$5.25)

Document Not Available from EDRS.

Descriptors—Housing Discrimination, *Housing Opportunities, Housing Patterns, Institutional Role, Integration Studies, *Minority Groups, Policy Formation, Public Policy, Racial Attitudes, Racial Integration, *Racial Segregation, *Residential Patterns, Social Structure, *Socioeconomic Status, Suburban Housing

The papers included in this volume were originally prepared for the Social Science Panel brought together by the Division of Behavioral Sciences of the National Research Council at the request of the National Academy of Sciences—National Academy of Engineering's Advisory Committee to the Department of Housing and Urban Development. The task of the Panel was to bring the existing behavioral and social science knowledge to bear on the question of the feasibility and desirability of "social mixing" in residential areas and, more particularly, in the Operation Breakthrough sites. Operation Breakthrough, a program of the Department of Housing and Urban Development, was conceived as a large-scale, experimental effort to overcome some of the existing technical barriers to creating an expanded supply of mass-produced housing of good quality. The following papers are included: "Attitudes on Race and Housing: a social-psychological view," Thomas F. Pettigrew; "Institutional and Contextual Factors Affecting the Housing Choices of Minority Residents," Donald L. Foley; "Factors Affecting Racial Mixing in Residential Areas," James S. Millen; "Social Stratification in Urban Areas," Cora B. Marrett; and, "Social Classes in Cities and Suburbs," Leo F. Schnore. (Author/JM)

ED 075 548

UD 013 539

Hittleman, Daniel R.

Final Report of an Evaluation of the Corrective Reading Services in Non Public Schools, July 1972.

Teaching and Learning Research Corp., New York, N.Y.

Spons. Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date Jul 72

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education Programs, *Corrective Reading, Elementary Education, Federal Aid, Federal Programs, Individualized Instruction, Parochial Schools, *Private Schools, *Program Evaluation, Reading Programs, Secondary Education, Teacher Placement, Urban Schools

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *New York City

The New York City Board of Education under Title I of the Elementary Secondary Education Act has instituted a program of special corrective reading services for disadvantaged children in nonpublic schools. Under the program, the Board of Education through its Division of Funded Programs, Office of ESEA Title I Programs for the Non-public Schools, recruits, selects, trains, and assigns licensed teachers to eligible non-public schools in order to improve the reading achievement of children who have been identified as having reading problems. During the 1971-72 school year, the program is in its sixth full year of operation, encompasses 172 schools serving 8297 children, and is staffed by 41 full-time and 120 part-time corrective reading teachers. The Corrective Reading Services Program was developed to provide elementary and secondary school students with three basic activities in small group settings: (a) verbal discussions geared to develop and enrich a basic meaning vocabulary; (b) word analysis activities geared to develop independence in decoding; and, (c) guided and independent reading activities geared to develop ability to comprehend written materials. This final report includes an evaluation of the program's implementation, an assessment of the program's effectiveness, and an evaluation of the program by the professional staff and parents who participated in the program. (Author/JM)

ED 075 549 UD 013 540
Final Report of High School Homework Helper Program, Summer 1972.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date 72

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—After School Tutoring, College Students, *Compensatory Education Programs, *Cross Age Teaching, Disadvantaged Youth, Elementary School Students, Federal Programs, High School Students, *Homework, Individual Instruction, Program Evaluation, Study Centers, *Tutorial Programs

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *New York City

Since its inception in 1963, the Homework Helper Program, funded under Title I of the 1965 Elementary Secondary Act, has provided an effective vehicle for the challenging of traditional theory in regard to the tutoring of educationally retarded children. It began on the assumption that children in slum area schools could benefit from tutorial assistance administered by other students from similar demographic and socioeconomic backgrounds. As initially realized in the 1962-63 school year, the program consisted of tenth, eleventh, and twelfth grade students who were to serve as tutors to pupils in the fourth, fifth, and sixth grades who were working below grade level. During the following years the program was extended horizontally in order to include subjects aside from reading, and vertically to include junior high school students as well as senior high school students. At the high school level, centers were established at both academic and vocational high schools. In 1970-71 there were 48 high schools in the program; and approximately 800 college and high school students provided tutorial assistance to over 6000 high school students. The operation of the Homework Helper centers is the responsibility of a Master Teacher who sees to it that every student who requests individual help is able to get it either from a qualified tutor or from the teacher himself. (Author/JM)

ED 075 550 UD 013 541
Final Report of an Evaluation of the ESEA Title I Programs, Community School District 1, Board of Education of the City of New York.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date 72

Note—133p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Compensatory Education Programs, Cross Age Teaching, Day Camp Programs, *Early Childhood Education, Educational Diagnosis, Federal Programs, Mentally Handicapped, Perceptually Handicapped, *Program Evaluation, Recreational Programs, Retarded Children, *Summer Programs, Tutorial Programs

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *New York City

This evaluation of the Title I, Elementary Secondary Education Act of 1965 programs of New York City Community School District 1, reviews six programs, as follows: (1) Pre-Kindergarten and Kindergarten program, Early Childhood Pre-School Summer Headstart, serving children who have never attended school and who will attend kindergarten or some who are now in kindergarten; (2) Identification and Treatment of Perceptual Difficulties, designed to serve 30 kindergarten children identified as high "risks" and to offer diagnostic service to 50 elementary school students; (3) Continual Developmental Program for Children of Retarded Mental Development, a continued summer program for 70 children; (4) 1972 Summer Day Elementary School Program, designed to provide remedial instruction to approximately 480 children, including a small number of non-public students; (5) Summer 1972 Homework Helper program, in which 26 college tutors and 200 high school and junior high school tutors worked with nearly 600 elementary school students with the objectives of raising the reading level and educational aspirations of the tutored students and assisting 80 percent of the tutors in staying in school; and, (6) Vacation Day Camp Enrichment Program, a comprehensive educationally oriented recreation program. (Author/JM)

ED 075 551 UD 013 542

Robertson, Douglas J. Klentschy, Michael P.

The Effects of Three Spelling Programs on the Spelling Achievement of Sixth Graders from Two Culturally Different Areas.

Pub Date Feb 73

Note—16p.; Paper presented at the American Educational Research Association Annual Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Rating, Caucasian Students, Cultural Differences, Elementary School Students, *Grade 6, Graphemes, Japanese Americans, Jews, Korean Americans, Negro Students, Phonemes, *Program Evaluation, Racial Differences, Social Differences, Spelling, *Spelling Instruction, Suburban Youth, Urban Youth

Identifiers—California, Los Angeles

The primary objective of this study was to determine the most effective of three spelling programs for sixth graders coming from two culturally different and racially distinct areas of a large metropolitan school district. A secondary objective was to examine any differences which might exist between inner-city and suburban children in the attainment of spelling skills. A third purpose was to measure the growth in spelling achievement from pretest to posttest for all subjects. Three spelling strategies were used as treatments: (1) teacher constructed strategy; (2) Kottmeyer strategy, involving a series of eight grade level workbooks which sequentially present the phonetic and structural characteristics of words; and, (3) Hanna strategy, which assumes that the phoneme-grapheme correspondence can produce reliable spelling generalizations. Two hundred and sixteen graders served as subjects. Half of the subjects came from an inner city elementary school with an ethnic composition of 88 percent Negro and 12 percent Korean and Japanese. The other 108 subjects came from a suburban elementary school which draws from a middle to upper-middle class Jewish and Caucasian community. A pretest-posttest design was employed. There were 36 subjects in each group. There was an equal number of boys and girls in each group. (Author/JM)

ED 075 552 UD 013 543

Bravo, Enrique R., Comp.

Annotated Selected Puerto Rican Bibliography.

Columbia Univ., New York, N.Y. Urban Center.

Pub Date 72

Note—237p.

Available from—Urban Center, Columbia University, New York, N.Y. 10017 (\$5.00)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Bilingualism, Cultural Factors, Educational Development, Educational Problems, Ethnic Studies, Historical Reviews, *Literature Reviews, *Puerto Rican Culture, *Puerto Ricans, Religious Factors, *Research Reviews (Publications), Social Sciences, Social Structure, Spanish Americans

This work represents an effort on the part of The Urban Center to come one step closer to the realization of its goal to further the growth of ethnic studies. After extensive consultation with educationists from within and without the Puerto Rican community, it was decided that an annotated bilingual bibliography should be published to assist and stimulate the Puerto Rican student in his search for information of his historical reality; and to provide a reference for persons with an interest and desire for knowledge of Puerto Rico, its people and its cultural heritage. Selected for inclusion in this bibliography are those works considered to be classics, as well as those most relevant to the contemporary Puerto Rican experience. A supplementary bibliography is presented at the end of each chapter. The document does not include unpublished doctoral or masters theses, and newspaper or magazine articles. The contents of this document are organized in 13 parts, as follows: anthropology and sociology; political science; cultural development and national foundations; economics; education; geography; history; linguistics; literature; Puerto Rico and the hispanic world; religion and philosophy; reviews, reference works, bibliographies and official publications; and informative appendix. The text is in two parts. The first part is the author's compilation in Spanish. The second part is an English translation of the Spanish text, by Marcial Cuevas. (Author/JM)

ED 075 553 UD 013 544

Dervin, Brenda Greenberg, Bradley, S.

The Communication Environment of the Urban Poor.

Michigan State Univ., East Lansing. Dept. of Communication.

Pub Date Apr 72

Note—58p.; CUP Research Reports, Number 15; edited version of this document to appear in "Perspectives in Mass Communication," Sage Press, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication Problems, Communications, *Economically Disadvantaged, Economic Factors, Information Dissemination, *Information Sources, Low Income, Mass Media, Negroes, Poverty Research, Research Reviews (Publications), Social Differences, *Urban Environment, *Urban Population

Identifiers—Ohio

The purpose of this document is to review the growing body of literature focusing on poverty and communication, assess it, and posit directions for future work. In all, some 4000 different studies are examined to develop an overview of the communication environment of the urban poor. No more than 200 had some relevance to poverty-communication; only some 30 studies were directly related to the issue, and most of these were research products of the last four or five years. The work available provides an adequate baseline picture of the communication behaviors of the poor and shows surprising agreement on findings. In addition, this document includes original findings from a recent large-scale study of the communication behaviors of low-income black adults. The study, conducted by Greenberg, Dervin, and Bowes consisted of interviews with 366 low-income black adults in Cleveland. This study provides the most comprehensive evidence available on the use of information sources by the poor. The use of sources for information was approached from two perspectives. The first asked respondents what sources they had used for help or information in any area in the past. The second asked respondents to name potential sources in ten hypothetical problem areas. This review documents the fact that there is now a sizeable body of evidence available describing the communication behaviors of the poor, and demonstrates that these differ from those of the middle class. (Author/JM)

ED 075 554 UD 013 545

Friend, Ronald M. Neale, John M.
Perceptions of Success and Failure by Disadvantaged Elementary School Children. Final Report.

State Univ. of New York, Stony Brook.
 Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Pub Date Nov 72
 Grant—OEG-2-71-0131

Note—21p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Caucasian Students, *Disadvantaged Youth, *Elementary School Students, Individual Characteristics, Individual Power, *Motivation, Negro Students, *Perception, Racial Differences, Self Concept, Sex Differences, Social Differences, Socioeconomic Status, Urban Youth

Attribution theory provides a way of interpreting achievement motivation which ties together the achievement motive and the sense of control variable (Coleman, et al.). In addition to this conceptual clarity, attribution theory has an advantage in potential programs for implementing change. The research described here was directed toward an attribution theory analysis of academic achievement of Negroes. The purpose of the research was to systematically observe and evaluate causal factors in determining academic performance among subjects varying in social class and race. In the first study, attributions to the four factors of ability, effort, task difficulty, and luck were examined in order to determine their effects on feelings of pride-shame and subsequent action. The second study focused on the basic premise of the present research, i.e., there are racial and/or social class differences in how success and failure are interpreted. One hundred and twenty Grade Five children were selected as subjects from three schools in a school district with a population which was heterogeneous in both social class and racial background. In the third study, self-reward was used as a nonverbal indicator of the extent to which internal attributions are being made. Ninety-six fourth and fifth graders were tested. They were divided into six groups of 16 subjects each on the basis of sex, race, and socioeconomic status. (Author/JM)

ED 075 555 UD 013 546

Evans, Selby H.

Preliminary Studies on a Test of Pattern Learning for Aptitude Assessment With Disadvantaged Students. Final Report.

Texas Christian Univ., Fort Worth.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Field Initiated Studies.

Bureau No—BR-1-F-053

Pub Date Feb 73

Grant—OEG-6-71-0532(509)

Note—118p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Achievement, Academic Aptitude, *Aptitude Tests, Cultural Differences, Disadvantaged Youth, Educational Background, Learning Characteristics, *Pattern Recognition, Perception, *Predictive Ability (Testing), Schematic Studies, Social Differences, *Visual Learning, Vocational Aptitude

A promising measure of learning ability has emerged from extensive research on schema theory: the Schematic Concept Formation (SCF) Test. Experimental evidence has already demonstrated substantial individual differences in SCF performance for third and fourth graders and college students. Because SCF depends on the learning of relatively unfamiliar patterns rather than upon measurement of previous learning, it might be utilized to tap a few of the more important cognitive abilities in ways not presently available. A measure of SCF ability which could be shown to be substantially unrelated to cultural background or educational level, and which had some power to predict learning ability, would be socially relevant and extremely useful in both educational and industrial settings. In order to assess the potential utility in this context, two studies were conducted, a pilot study and a main study. The purpose of the pilot study was primarily to refine the SCF test for subsequent use; the purpose of the main study was to determine the predictive power of the test in a remedial training

program. The results indicate that SCF test does have some potential utility as a measure of cognitive aptitude in disadvantaged students, where such aptitudes are defined as aptitudes bearing on success in a remedial training program. (Author/JM)

ED 075 556 UD 013 547

Perry, George Kopperman, Nancy

A Better Chance: Evaluation of Student Attitudes and Academic Performance, 1964-1972.

A Better Chance, Inc., Boston, Mass.

Spons Agency—Alfred P. Sloan Foundation, New York, N.Y.; Henry Luce Foundation, New York, N.Y.; New York Community Trust, N.Y.

Pub Date Mar 73

Note—293p.

Available from—A Better Chance, Inc., 376 Boylston Street, Boston, Mass. 02116 (Price not available)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Academic Achievement, Academic Aspiration, Changing Attitudes, *College Admission, *Compensatory Education Programs, Disadvantaged Youth, Individual Power, Parent Student Relationship, Political Attitudes, *Program Evaluation, Race Relations, Racial Attitudes, Secondary School Students, Self Concept, *Student Attitudes

The goal of the "A Better Chance" (ABC) program was to have talented students who would otherwise be frustrated by poverty, attend competitive secondary schools, colleges, and graduate schools and attain positions of leadership. The research project examined the attitudes of ABC students in the areas of aspirations, fate-control (the degree to which they felt they were guiding their own destiny), self-concept, racial relations, and relationships to home. It also assessed their academic performance during high school and college, and their post-college activities. During the time they were enrolled in member schools, the attitudes of ABC students underwent some changes. Two areas in which the attitude changes of ABC students differed from the control group were the self-esteem and racial beliefs. One thousand nine hundred and sixteen ABC students (1,640 in independent schools and 276 in Public School Programs) were scheduled to complete secondary school by June, 1972. ABC students attended colleges much more selective than the national average, but the control group attended colleges similar in selectivity to the national average. Of the 1916 students scheduled to graduate by June 1972, the program had the net effect of increasing the proportion who entered college by 32 percent and increasing the selectivity of the college entered among nearly half the others. (Author/JM)

ED 075 557 UD 013 548

Erickson, Edsel Hamler, Bev

Final Report of the Evaluation of the 1971-72 Benjamin Franklin Urban League Street Academy.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date 72

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Compensatory Education Programs, Disadvantaged Youth, Dropout Identification, Dropout Prevention, *Dropout Programs, *Dropout Rehabilitation, Dropout Teaching, High Schools, Out of School Youth, Parochial Schools, *Program Evaluation, *Urban Education

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *New York City

The major objective of the Street Academy Program, funded under Title I of the 1965 Elementary Secondary Education Act, is to help students stay in schools, or to help dropouts return to school or enter the world of work prepared and motivated to adjust and achieve satisfactorily. The Academy services approximately 500 high school students who have dropped out or are about to drop out of Benjamin Franklin School and other high schools in the adjacent local areas. The age range is 16 to 21 years, and the grade range is nine to 12. The Academy also services approximately 300 out-of-school youths from neighboring parochial schools in the East Harlem community. The Academy services stu-

dents who have been referred by high school guidance staff, student advisors, and social service agencies. Through an extension program, the student advisor services are also available to students at Benjamin Franklin High School. The services of the program fall into one of three categories: East Side Cluster Service, summer enrichment, and educational. The latter is divided into phases. Phase I is essentially oriented toward motivating dropouts who want to continue their education. Phase II is academically structured. The East Side Cluster Program provides assistance to potential dropouts by offering direct counseling when sought, tutorial assistance to students who seek such aid, a recreation program, and a personal counseling and employment service to dropouts. (Author/JM)

ED 075 558 UD 013 549

Miller, LaMar P.

Ethnic Studies in Elementary Schools and Secondary Schools in New York.

New York Univ., N.Y. Inst. of Afro-American Affairs.

Spons Agency—New York State Commission on the Quality, Cost, and Financing of Elementary and Secondary Education.

Pub Date Aug 71

Note—161p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—African American Studies, *Curriculum Development, Elementary Schools, *Ethnic Studies, Paraprofessional School Personnel, Program Descriptions, *Program Development, Rural Education, School Demography, School Location, Secondary Schools, *State Surveys, Suburban Schools, Urban Education

Identifiers—*New York

This study was designed to investigate, on different levels, several facets of ethnic modification of the curriculum of selected public schools throughout the State of New York. One aspect of the design, on an indepth level, was based on a descriptive analysis of the ethnic studies programs in a sample of schools throughout the State. The data for this analysis was collected by personal interview with school staff members. Another aspect of the design, on a broader level, was based on a comparison of the components of ethnic studies program from a larger number of schools throughout the State. The data for this comparison was collected by a mailed questionnaire. Two instruments were developed: The first was a questionnaire which was administered in an interview. The purpose of the interview was to identify such major factors as historical and environmental perspective, program description, program objectives, population to be served, method, techniques and activities, available instructional resources, staff and personnel, and community involvement. The second instrument was a shorter version of the interview questionnaire. This was a precoded, short-answer questionnaire which was mailed to a representative number of randomly selected schools. A special check list describing ethnic studies programs was developed as a part of this questionnaire. One hundred schools were selected to be personally interviewed and 400 to receive the mailed questionnaire. (Author/JM)

ED 075 559 UD 013 550

Credit and the Consumer: One of a Series for Expanded Program in Consumer Education.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 73

Note—108p.

Available from—Univ. of the State of New York, The State Education Dept., Bureau of Secondary Curriculum Development, Albany, N.Y. 12224

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Consumer Economics, *Consumer Education, Consumer Science, *Credit (Finance), Curriculum Development, Economically Disadvantaged, Elective Subjects, Financial Needs, Financial Services, *High School Curriculum, Home Economics, *Instructional Materials, *Money Management, Secondary Education

Identifiers—New York

In 1967, the State Education Department published "Consumer Education—Materials for an Elective Course." This material has since been introduced into more than 500 of the New York

State high schools. As a result of the interest in Consumer Education in the State and Nation, the Department has begun the preparation of a series of modules—Expanded Programs of Consumer Education. Nothing touches the lives of the disadvantaged more than the constant struggle to stretch limited financial resources to meet the increasing costs of living. This module is designed in the hope that it will help the poor to make better use of their income, as well as with the expectation that those of higher income will be more understanding of the problems of their fellow citizens. The first seven modules in the series are: consumer issues and action; education and the consumer; the consumer and recreation; consumer problems of the poor; the consumer and his health dollar; beauty products and the consumer; and, the consumer and transportation. It is expected that another module will be produced in the field of The Consumer and His Tax Dollar. Each of the nine modules may be used as a discrete unit or with other units in the series. The nine modules may be presented as a semester or part of a semester course, or presented in conjunction with the original syllabus. (Author/JM)

ED 075 560 UD 013 551

Kopp, Frederick S.

Evaluation of the Youth Tutoring Youth Program, Summer 1972. Research and Development Report, Volume 6, Number 10.

Atlanta Public Schools, Ga.

Pub Date 72

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Changing Attitudes, *Cross Age Teaching, Disadvantaged Youth, Elementary School Students, High School Students, Program Evaluation, Remedial Reading, Self Esteem, Student Attitudes, *Summer Programs, *Tutorial Programs, Urban Education

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Georgia

The Youth Tutoring Youth program, funded under Title I of the 1965 Elementary Secondary Education Act, was directed toward attitude and ability change of underachieving high school and elementary school pupils. It also attempted to effect a change in basic language study skills of these students by using the Youth Tutoring Youth (YTY) model which is currently being implemented extensively throughout the United States. Basic to the YTY model is the employment (for financial remuneration) of underachieving high school pupils in the capacity of tutors to underachieving elementary school pupils. Early reports of the National Commission of Resources for Youth, Incorporated (the national coordinating agency for YTY) indicated that both the tutor and the tutee gained valuable reading skills as a result of experience with the YTY program, noting that some tutors have gained as much as three years in reading skills over a period of one semester. More importantly, however, it is the feeling of having helped another student that seems to prove most beneficial. Owing in large part to a short project interval, few positive data changes were noted among the participants. For this reason, in addition to other more intuitive reasons, it is suggested that this project be lengthened, with the preservice training beginning perhaps as early as the spring quarter of the regular school year. (Author/JM)

ED 075 561 UD 013 552

[Pupil Performance in the Atlanta, Georgia, Elementary Schools.] Research and Development Report, Volume 6, Numbers 11-14, December 1972.

Atlanta Public Schools, Ga.

Pub Date Dec 72

Note—156p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Achievement, Disadvantaged Youth, Educational Diagnosis, Educational Games, *Elementary Education, Elementary School Students, Mathematics Instruction, Paraprofessional School Personnel, Program Evaluation, Pupil Personnel Services, *Reading Instruction, Student Attitudes

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Georgia

Three types of programs were operative in the Atlanta public elementary schools, the first of which was funded under Title I of the 1965 Elementary Secondary Education Act. This type of program entailed the hiring of the following staff:

(1) lead teachers, who performed varied duties in relation to improving the reading instructional program; (2) educational aides, who were assigned to schools on the basis of enrollment; and, (3) social workers, who were primarily involved in activities to improve attendance. The Comprehensive Instructional Program (CIP) was directed toward improving achievement in reading and, for the first time this year, also in mathematics. Through the CIP, each school was encouraged to develop behaviorally stated objectives directed at improving the reading and mathematics instruction. The Follow Through Project was designed for disadvantaged pupils. Follow Through made use of the Interdependent Learning Model, a games approach to learning. The project utilized a specialized method of teaching phonics skills, and offered special instruction in music, art, speech, and inactive communication. In addition, medical and dental care and psychological guidance was offered to all eligible pupils. The performance of the Follow Through pupils was evaluated on the basis of the Follow Through Phonics Skills Test, the Metropolitan Readiness Tests, the Metropolitan Achievement Tests, the Self Appraisal Inventory, and the Test of Attitudes of Children. (Author/JM)

ED 075 562 UD 013 554

Storey, James R.

Studies in Public Welfare. Paper No. 1; Public Income Transfer Programs: The Incidence of Multiple Benefits and the Issues Raised by Their Receipt.

Joint Economic Committee, Washington, D.C.

Pub Date 10 Apr 72

Note—56p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$0.50 domestic postpaid, GPO Bookstore \$0.30)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Federal Aid, *Federal Programs, Financial Problems, Financial Support, Guaranteed Income, *Income, Insurance Programs, Policy Formation, *Program Administration, Public Policy, Public Support, Welfare Agencies, Welfare Problems, Welfare Recipients, *Welfare Services

This report presents data on the numbers of persons receiving benefits from various public income programs. Included in the scope of the study are social insurance programs, income-kind programs, public assistance, and other income supplement programs. The report focuses particularly on cases in which persons receive benefits under more than one program and examines the issues which are raised by receipt of multiple benefits. The fact that some persons receive benefits under several programs generally results from their availing themselves of benefits to which they are entitled, and it does not imply wrongdoing. However, the consequences of combined benefits, in some instances, may not be those that policymakers desired in establishing the programs individually; that is, the combined impact on recipients and nonrecipients alike may be quite different from the effects anticipated for individual programs. Because of the high degree of overlap of beneficiaries among the various programs, the policy implications of the interactions of these programs deserve greater scrutiny. Chief among the issues raised are the following: work incentives; family stability; administrative error; differential treatment based on personal characteristics; program inefficiency; and, administrative complexity. This report's findings suggest that these issues are critical and real. (Author/JM)

ED 075 563 UD 013 555

Gordon, Edmund W., Ed.

"Inequality" by Christopher Jencks: Four Critical Reactions. IRCD Bulletin, Volume 9, Number 1, January 1973.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 73

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Economic Opportunities, *Educational Opportunities, Educational Policy, Educational Programs, Equal Education, *Income, Policy Formation, Political Issues, Program Evaluation, *Public Policy, School Conditions,

*School Environment, Social Change, Social Structure, Socioeconomic Status

The publication of "Inequality" by Christopher Jencks last fall occasioned a storm of controversy, especially among those in education. The findings of the Harvard professor rejected a sacred cow—that there is any correlation between one's education and income. Meeting at Teachers College, Columbia University recently for the expressed purpose of examining Jencks' study were four educators: Gertrude S. Goldberg and Nicolaus Mills, Scholars in Residence at ERIC/IRCD, and Joseph Grannis and David Wilder, Professors of Education at Teachers College. Goldberg examines two basic questions: whether Jencks has shown that school reform is a poor strategy for reducing economic inequality and how, if not as an anti-poverty measure, equal educational opportunity is to be justified. Mills maintains that although we can agree with Jencks in some respects, ultimately this book extraordinarily misleading, in terms of what it suggests and in terms of what it cites as evidence. Wilder states that his chief problem with the book is that the focus of research is not on how one might improve schools or education but rather on how we can use the schools to do what he does not think they are supposed to be doing: namely, improving the distribution of economic rewards in our society. Grannis points out that the book does not address the vital questions: What part might the schools play in the reconstruction of society? Dare the schools build a new social order? (Author/JM)

ED 075 564 UD 013 559

Fomon, Samuel J., Ed. Anderson, Thomas A., Ed.

Practices of Low-Income Families in Feeding Infants and Small Children, With Particular Attention to Cultural Subgroups.

Health Services and Mental Health Administration (DHEW), Rockville, Md. Maternal and Child Health Service.

Pub Date 72

Note—128p.; Proceedings of a National Workshop, Airlie Conference Center, Warrenton, Va., March 17-18, 1971

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (Stock Number 1730-0200, \$1.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—American Indians, *Child Rearing, *Cultural Differences, Cultural Factors, Early Childhood, *Eating Habits, Economically Disadvantaged, Family Characteristics, Health Needs, *Low Income, Negroes, *Nutrition, Preschool Children, Social Differences

The contents of this document include the following papers, each followed by a discussion amongst workshop participants: "Nutritional Studies on United States Preschool Children: Dietary Intakes and Practices of Food Procurement, Preparation, and Consumption," Kathryn M. Kram and George M. Owen; "Food and Nutrition Intake of Children from Birth to Four Years of Age," Juanita A. Eagles and Priscilla D. Steele; "Child Feeding in the Rural Low-Income Family," Jana W. Jones; "Infant and Child Feeding Practices in the Urban Community in the North-central Region," Norge W. Jerome, Barbara B. Kiser and Estella A. West; "Poor People, Good Food, and Fat Babies: Observations on Dietary Behavior and Nutrition Among Low-income, Urban Afro-American Infants and Children," Betty Lou Valentine and Charles A. Valentine; "Cultural Determinants of Food Habits in Children of Mexican Descent in California," Phyllis B. Acosta and Robert G. Aranda; "Infant and Childhood Feeding Practices Among Low-Income Families in Urban Hawaii," Myrtle L. Brown and Claire Hughes Ho; and, "Infant and Child Feeding Practices Among Low-Income Reservation and Rural American Indian and Alaska Native Families," Mary A. Peterson. (JM)

ED 075 565 UD 013 572

Understanding Fair Housing.

Commission on Civil Rights, Washington, D.C.

Pub Date Feb 73

Note—23p.; Clearinghouse Publication 42

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. (Stock Number 0500-0092, \$0.55)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Civil Rights, Civil Rights Legislation, *Economic Factors, Equal Protection,

*Federal Laws, *Housing Discrimination, *Housing Opportunities, Housing Patterns, Integration Litigation, Integration Methods, Law Enforcement, Property Appraisal, Racial Discrimination, Real Estate, Residential Patterns

Few rights are as basic as acquiring a home of one's choice. The home and neighborhood are the environment in which families live and rear their children. For minorities, the home usually means housing vacated by whites, who, because of their race as well as ability to pay, are able to acquire a more desirable dwelling elsewhere. Congress, in 1968, incorporated fair housing legislation into the Nation's body of civil rights law. Yet between 1960 and 1970 residential segregation actually increased. That the housing laws have not had an impact on reversing the patterns of segregated housing underscores the complexity of the denial of equal housing opportunity to minority groups. Like other social problems that have deep roots in history, fair housing cannot be understood without housing and residential segregation involve a variety of issues. Many of these are legal in nature, involving the scope of protection against housing discrimination afforded by our laws and Constitution. Others involve fundamental questions of the relationship between Government and the people and how to strike the proper balance between protection of the rights of home seekers and those of property owners. Still others involve practical questions such as the effect of racial integration on property values and the relative importance of economics and discrimination as factors that determine where people live. (Author/JM)

ED 075 566

UD 013 573

Bagwell, William

School Desegregation in the Carolinas: Two Case Studies.

Pub Date 72

Note—351p.

Available from—University of South Carolina Press, Columbia, S. C. 29208 (\$7.95)

Document Not Available from EDRS.

Descriptors—Community Attitudes, *Community Characteristics, *Community Study, Integration Effects, Integration Litigation, Integration Methods, Political Issues, Race Relations, Racial Integration, *School Community Relationship, *School Integration, *Social Change, Social Sciences

Identifiers—North Carolina, South Carolina

This study was designed to discover and evaluate in the community setting the intergroup relations principles or factors involved in the social change connected with school desegregation. Specifically, an effort has been made to validate in the actual ongoing process of school desegregation a number of selected theoretical or academic principles or factors which social scientists have claimed to be relevant to this social change. To do this, case studies were made of the overall school desegregation situation in two southern communities to determine whether the specific principles or factors existed, how important each was, and what their relationships were to each other and to the overall pattern of community interaction over school desegregation. The two communities were Greensboro, North Carolina, and Greenville, South Carolina. These two communities are demographically similar in many ways, such as racial population ratio, economic and religious life, and geographic location. The selection of these two communities was made somewhat on the premise that the social scene in each would be found to reflect the strongly contrasting racial and social climates in the two States. The data for this study included the general background and setting of the two communities, the historical experience of school desegregation in each, and the nature of and relationship to each other and to the overall pattern of community interaction involved in the desegregation process. (Author/JM)

ED 075 567

UD 013 574

Rolle, Andrew F.

The American Italians: Their History and Culture. Minorities in American Life Series.

Pub Date 72

Note—142p.

Available from—Wadsworth Publishing Co., Inc., Belmont, Calif. 94002 (\$2.95)

Document Not Available from EDRS.

Descriptors—*Acculturation, Cultural Pluralism, Economic Factors, Ethnic Groups, Immigrants,

*Intergroup Relations, *Italian Americans, Migrant Education, Migration Patterns, Political Affiliation, Professional Occupations, Religious Factors, *United States History, Urban Population

This book takes an historical approach to the immigrant experience as well as describing why immigrants left Italy, how they were changed by American culture, how they fared, and where they settled. After examining the immigrants' role within the political, economic, and cultural life of the United States, the book discusses their current attitudes, problems of the second generation, and recent immigration. The term "Italian" in this volume concerns persons or concepts whose origins can be traced to the Italian peninsula from Sicily to Piedmont. The best known and first Italian to land in the New World was, of course, Columbus. This volume does not, however, attempt to treat more than a few of the millions of individual Italians who migrated to America. Later major figures include La Guardia, Giannini, Fermi, Pastore, Volpe, and Alioto. Yet the book concerns more than the achievements of such individuals. The mass migration occurring from the late nineteenth century onward needs fresh examination. Historians have become more sophisticated about what actually happened to immigrants after they landed. Conformity to the American work ethic was sometimes unpleasant, indeed sordid; but settlers who knew their goals and who labored hard could create in this New World the environment they deserved. This was the creed of most immigrants. Transplanted, rather than uprooted, Italians were rewarded materially by a better day than they had known before, although admittedly not without suffering, privation, and prejudice. (Author/JM)

VT

ED 075 568

VT 017 800

Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 6, No. 1.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Note—124p.

Available from—The Center for Vocational and Technical Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (quarterly—one year \$11.00, two years \$18.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Abstracts, Agricultural Education, Business Education, Career Education, Clearinghouses, Distributive Education, Health Occupations Education, Home Economics Education, *Indexes (Locators), Industrial Arts, *Instructional Materials, *Technical Education, Trade and Industrial Education, *Vocational Education

This quarterly publication announces the availability of instructional materials acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It should be of particular interest to teachers, curriculum specialists, supervisors, and administrators involved in curriculum development or the use of instructional materials in the teaching-learning setting. Each abstract, a condensation of the report in about 200 words, usually includes the means used to develop the material, the setting for use of the material, and source of available copies. Author, subject, and document number indexes provide entry to the abstracts. Most of the documents which have not been announced in "Research in Education" are available as a separate microfiche set from the ERIC Document Reproduction Service (VT 017 801, announced in RIE, March 1973 as ED 016 919). Others are available from the source identified in the abstract. (CD)

ED 075 569

VT 017 802

Abstracts of Research Materials in Vocational and Technical Education (ARM), Volume 6, Number 1.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Note—222p.

Available from—Center for Vocational and Technical Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Quarterly, One year \$11.00, Two years \$18.00)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Abstracts, Clearinghouses, *Educational Research, *Indexes (Locators), Information Dissemination, *Technical Education, *Vocational Education

This quarterly publication announces the availability of documents acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It contains abstracts of research and other materials which are useful to researchers, supervisors, teacher educators, education specialists, administrators, teachers, and others who have an interest in vocational and technical education. The abstracts are organized in ascending VT-number order, and cover such subject areas as: administration and supervision, employment and occupations, individuals with special needs, research design, development and utilization, and related research topics. Indexes provide the approach to the abstracts by (1) subject, (2) personal and institutional authors, and (3) document accession number, with a table showing ED numbers for documents available through the ERIC Document Reproduction Service. Documents which do not have an individual ED number are available in a separate microfiche set from the ERIC Document Reproduction Service (VT 017 803, announced in RIE, April 1973 as ED 070 816). (DE)

ED 075 570

VT 018 149

Clark, Joseph F. And Others

National Conference on Career Education. Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.

Pub Date Sep 72

Grant—OEG-0-72-0055(725)

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Conference Reports, *Educational Development, Educational Needs, Educational Planning, Federal Programs, *Professional Personnel, *Program Evaluation, Tables (Data), Vocational Development

Identifiers—National Conferences

This report describes a federally-funded national conference on career education held in Columbus, Ohio, which focused on the professional development of educational leadership personnel. Centering on the development of individual university-based teams through the involvement of selected leaders in a series of national conferences, the April 1972 conference for deans of colleges of education and an accompanying May conference for professors of educational administration are described. Pre- and post-conference evaluations were collected from 134 professors and 75 deans concerning the conference planning and its impact. Representing a diversity of universities in terms of size and funding base, the program participants generally rated the pre-conference planning as more than adequate. Almost 70 percent of the participants agreed that career education is a viable alternative for the American education system and should involve all faculty members of universities in implementing the concept. Numerous tables present the data, and recommendations for further conferences are included. Resource materials are available in a related document, available as ED 064 498 in a previous issue. (AG)

ED 075 571

VT 018 252

McKnight, A. James Adams, Bert B.

Driver Education Task Analysis. Volume I: Task Descriptions. Final Report (August 1969-July 1970).

Human Resources Research Organization, Alexandria, Va.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No—DOT-HS-800-367; HumRRO-TR-70-103

Pub Date Nov 70

Note—366p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 197 325, MF \$95; See Catalog for hardcopy price)
Document Not Available from EDRS.

Descriptors—Ability Identification, Achievement Tests, Behavioral Cojectives, *Behavior Standards, Critical Incidents Method, Curriculum Development, *Driver Education, Evaluation Techniques, Instrumentation, Performance Criteria, Resource Guides, *Skill Analysis, Student Evaluation, *Task Analysis, *Task Performance

This resource guide is the first of a 4-volume report dealing with the development of driver education objectives through an analysis of the driver's task. Included are a detailed description of the behaviors required of passenger car drivers, rated criticalities of these behaviors, and items of supporting information relating to driver performance and performance limits, enabling driver knowledge and skills, and behavior criticality. The task descriptions have been organized in terms of the situations giving use to the behaviors, behaviors that must be performed continuously or periodically while driving, rather than in response to a specific situation; and those off-road behaviors that are performed before driving to maintain the car in sound operating conditions, and in compliance with the legal regulations. The second volume (available as VT 019 911 in this issue) provides a description of the manner in which the content of this volume was generated. Volume III, which contains the performance and enabling objectives and the evaluation instrument, is available as ED 072 249, while Volume IV, which describes the procedures used to develop the objectives, is available as VT 019 910 in this issue. (Editor)

ED 075 572 VT 018 690

Arnold, Joseph P. Ferguson, Edward T., Jr.
Determining Occupational Emphases for High School Program Design. Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-7-0158

Pub Date Mar 73

Grant—OEG-3-7-000158-2037

Note—79p.; Research and Development Series No. 85

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (no price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, Curriculum Development, Data Analysis, Data Collection, *Demand Occupations, Educational Needs, Grade 11, High School Students, *Manpower Needs, Methodology, *Occupational Aspiration, Parental Aspiration, *Program Planning, School Districts, *Student Needs, Vocational Education

This study developed a methodology to determine occupational emphases for high school vocational education program planning. Major considerations for the selected occupations were manpower needs, student needs and aspirations, and parental preferences. Occupations were ranked in 39 areas according to Bureau of Labor Statistics projections, and these areas were arranged by 18 school districts according to the four major needs and aspirations. Local manpower data sources were community leaders and school district administrators. Questionnaires were completed by 11th grade students and their parents as to the students' career aspirations and their parents' occupational preferences for them. Occupational priorities in the 18 study communities were then identified and ranked. Data collected and synthesized are detailed in tabular and narrative form, and guidelines for further use of the methodology are included for local district staff information. Instruments used are appended. (MF)

ED 075 573 VT 018 695

Hull, William L. And Others

Opinion Leaders in the Organizational Structure of Two State Divisions of Vocational and Technical Education. Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-7-0158

Pub Date Mar 73

Grant—OEG-3-7-000158-2037

Note—71p.; Research and Development Series No. 82

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (no price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, Information Dissemination, *Information Sources, *Leadership, *Opinions, *State Agencies, *Vocational Directors, Vocational Education

In this study, which focused on the influence of leaders in bureaucratic structures on the opinions of staff members, 45 staff members in each of two state divisions of vocational and technical education responded to a questionnaire soliciting nominations to determine opinion leaders. In addition, personal interviews were conducted with selected members of the staffs. Sociometric analysis was used to compute scores for opinion leadership and to determine the shape of the communications cluster associated with selected information requests. The most important finding was the highly significant relationship between the opinion leadership and the formal authority structure in each division. With one exception, all opinion leaders were either state directors, associate directors, or head state supervisors. Opinion leaders and isolates alike tended to be oriented to change. No differences in the extensiveness of communication nets were found between opinion leaders and isolates on profession-relevant information or general vocational and technical information. Sources of profession-relevant information were no more diverse than sources of work-relevant information. This communication pattern tended to place the director and his close associates in a gatekeeping role for activities pursued by supervisory staff. (Author/SB)

ED 075 574 VT 019 078

Krueck, Thomas G. Denton, William T.
Product Evaluation at the Career Development Center. 1971-72 Final Report.

Dallas Independent School District, Tex.

Report No—R-72-35

Pub Date Jul 72

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Flexible Progression, Instructional Innovation, Occupational Clusters, Parent Attitudes, *Program Attitudes, *Program Evaluation, Report Cards, *Secondary Grades, Student Attitudes, Teacher Attitudes, Vocational Counseling, *Vocational Development

Identifiers—Dallas, *Skyline Career Development Center

The Skyline Career Development Center was conceived as an opportunity for upper secondary students in the Dallas school district to accomplish educational goals beyond the conventional curriculum, especially in the area of career education. A flexible curriculum was developed to offer courses not available elsewhere and to enable students to perform at varying levels, terminating at different points in any of the courses. A new report card was designed to report student progress based on individual achievement, allowing a student to compare his growth with his own past performance. Evaluation of the Center during its first year was limited to collecting information on teacher, student, and parent attitudes about various aspects of the program. Attitudes concerning the new forms for reporting student progress showed that the new system was generally well-received by students and parents but that teachers were still opposed to the process, although not the concept. No final study of student progress was prepared due to several record deficiencies. More than three-fourths of the students indicated positive feelings toward classes, career values, and the Center. However, most of the educational clusters had attrition rates higher than 50 percent of the enrollment. Study findings are detailed in the report, with recommendations for improvements in the Center's programs. (MF)

ED 075 575 VT 019 278

Norton, Robert E. Rolloff, John A.

A Guide to the Coordination of Supportive Services for Vocational Education Students.

Arkansas Univ., Fayetteville. Coll. of Education; North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Bureau No—BR-9-0472

Pub Date Sep 72

Grant—OEG-0-9-430472-4133(725)

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, *Ancillary Services, Conceptual Schemes, *Educational Coordination, *Educational Needs, Federal Legislation, *Guides, Interagency Coordination, Leadership Responsibility, Models, Sequential Approach, Student Needs, *Vocational Education

There is a considerable unmet need for the coordination of supportive services for vocational education students. Program effectiveness can be enhanced by means of interagency coordination. In order to unite the Federal, State, and local services resulting from Federal vocational legislation, local coordinators, administrators, and other leaders in education must assume responsibility for developing coordination systems and techniques. Supportive services include guidance and counseling, identification of potential students, job placement and followup, and other activities which meet the needs of vocational education students. A conceptual framework for a supportive services coordination model contains four sequential steps: (1) determining clientele needs, (2) determining what supportive services are available, (3) matching of services to needs, and (4) assessing the overall processes and outcomes in order to improve the procedures and objectives used. (Author/AG)

ED 075 576 VT 019 525

Moore, Allen B.

Supplement to Abstracts of Instructional Materials for Career Education.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Note—75p.; Bibliography Series No. 16

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Bibliographies, *Career Education, Indexes (Locators), *Instructional Materials, *Resource Materials

Identifiers—Abstracts of Instructional Materials, AIM, Comprehensive Career Education Model, Educational Resources Information Center, *ERIC

As a supplement to a bibliography of career education instructional materials (available as ED 068 627), this publication includes abstracts and indexes of additional instructional materials for career education that were acquired by Palo Alto Educational Systems in a national search under a subcontract with The Center for Vocational and Technical Education. The search was for materials that might be used in the school-based Comprehensive Career Education Model under development by The Center. These materials, also available to the profession, have been included in earlier editions of Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Abstracts of Research Materials in Vocational and Technical Education (ARM), and Research in Education (RIE). Curriculum units, teacher guides, handbooks, and other career-related instructional materials are included. A grade level index is included for easy access to the abstracts, the instructions for ordering the materials are provided. (DE/AG)

ED 075 577 VT 019 695

Region II National Dissemination Conference (Knoxville, Tenn., October 10-11, 1972).

Tennessee Occupational Research and Development Coordinating Unit, Knoxville.

Pub Date Oct 72

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Clearinghouses, Communications, *Conference Reports, Educational Programs, Extension Agents, Extension Education, *Information Dissemination, *Information Needs, Information Networks, *Information Systems, Information Utilization, Resource Centers, *Vocational Education

Identifiers—Educational Resources Information Center, ERIC, National Institute of Education, NIE, Region 2

A 2-day dissemination conference was held to provide opportunities for participants from eight states to share ideas concerning information dissemination and to discuss regional communication efforts. Presentations during the first day of the conference centered around the dissemination and communication efforts of the National Institute of Education (NIE) and programs sponsored by NIE, including the educational extension agents program, the Educational Resources Information Center (ERIC) system, and the ERIC Clearinghouse on Vocational and Technical Education. The second day of the conference was devoted to a series of presentations concerning dissemination needs within the state education agency, on the university campus, and in the southeastern region. The conference was concluded with a group discussion of the feasibility of establishing an information system on a regional basis. Texts of the presentations concerning NIE and NIE-sponsored programs are included in this publication. A list of participants and conference schedules are appended. (SB)

ED 075 578 VT 019 722

Rangel, Robert N., Jr.
"Operation Bridge" - An Innovative Comprehensive Vocational Education Program for Disadvantaged Youth. Second Interim Report.
Aims Community Coll., Greeley, Colo.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—0-361-0120

Pub Date 19 Jan 73

Contract—OEC-0-70-5182(361)

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Career Planning, *Demonstration Projects, *Developmental Programs, *Disadvantaged Youth, *Dropout Programs, *Educational Programs, *Elementary Grades, *Experimental Programs, *Job Training, *Occupational Information, *Occupations, *Program Evaluation, *Secondary Grades, *Vocational Counseling, *Vocational Development, *Work Experience Programs
Identifiers—Colorado

A 2-part developmental program consisting of a Dropout Component and a K-12 Component, this project is designed to provide a comprehensive and innovative vocational education program for the disadvantaged population of North Central Colorado as well as to provide a broad occupational orientation to increase students' awareness of the range of options open to them in the world of work. Through systematic and cooperative recruitment, participants are chosen and provided counseling, work experience, and relevant instructional program training. Support is further strengthened through the aid of an Advisory Committee. Some of the project's accomplishments are: (1) a functional unit whereby potential and actual dropouts can be identified in the 15 school district area has been refined, (2) more varied opportunities for disadvantaged youth to explore numerous occupational areas prior to entering formal instructional programs at Aims College have been provided, (3) a network for the distribution of career information and instructional units within the service area has been developed, and (4) a series of career education workshops for elementary and secondary teachers has been successfully operated. Conclusions, implications, and recommendations are included as well as a report by an evaluation team. (SN)

ED 075 579 VT 019 724

Terry, Jared Y.
The Aims and Needs of College Vocational Education Dropouts. A Research Report.

Louisiana Technological Univ., Ruston. Dept. of Agricultural Education.

Spons Agency—Louisiana Research Coordinating Unit, Baton Rouge.

Pub Date Nov 72

Note—114p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Students, *Dropout Characteristics, *Dropouts, *Educational Research, *Educational Status Comparison, *Employment, *Followup Studies, *Persistence, *Vocational Education

Identifiers—Louisiana Technological University

This study was designed to determine the present status of former Louisiana Technological University students who failed to complete the

requirements for graduation in vocational agriculture, business, and home economics education curriculums. To determine why these students left school and to secure their opinions as to what actions could have prevented their failure, data were collected through personal or telephone interviews with 179 dropouts and a random sample of 79 graduates and through examination of the subjects' high school and college transcripts. Of the 179 considered dropouts at the beginning of the study, 57 were reclassified as "persisters," in that they continued their education at another institution or in another curriculum at Louisiana Technological University. Reasons given by the 122 who resigned and did not continue in school elsewhere included marriage, pregnancy, financial and military obligations, lack of motivation, and disinterest. The dropouts reported low salaries, limited opportunities for advancement, instability of employment, and general dissatisfaction with their work. The comparison of high school and college records revealed greater differences between graduates and dropouts than between graduates and persisters. (SB)

ED 075 580 VT 019 754

Kay, Evelyn R. And Others
Guidelines for Identifying, Classifying, and Serving the Disadvantaged and Handicapped Under the Vocational Education Amendments of 1968.

Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No—DHEW-OE-73-11700

Pub Date 73

Note—41p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE5.8:D63, \$.75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classification, *Definitions, *Disadvantaged Groups, *Federal Laws, *Grouping Procedures, *Guidelines, *Handicapped, *Identification, *State Programs, *Vocational Education

Identifiers—*Vocational Education Amendments of 1968

The Vocational Education Amendments of 1968 require the expenditure of 25 percent of the basic grant to States to provide the disadvantaged and the handicapped with vocational education programs. This publication discusses the specific requirements of the federal law and describes classification systems for identifying the disadvantaged and handicapped. The prime purpose of these guidelines is to serve as a basis for establishing compatibility among the States in planning, implementing, and evaluating programs and services for persons with special needs. (Author/MF)

ED 075 581 VT 019 755

Manpower Report of the President: A Report on Manpower Requirements, Resources, Utilization, and Training.

Department of Labor, Washington, D.C.

Pub Date Mar 73

Note—257p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (LI.42/2:973; \$2.85)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Economic Change, *Employment, *Employment Opportunities, *Employment Problems, *Federal Government, *Human Resources, *Labor Force, *Local Government, *Manpower Development, *Manpower Needs, *Manpower Utilization, *Population Trends, *Revenue Sharing, *Spanish Americans, *Spanish Speaking, *State Government, *Tables (Data), *Unemployment

This report describes changes in the rate of economic recovery in 1972 and analyzes rates of unemployment that occurred following Phase II of President Nixon's New Economic Policy. Chapter 1, "The Employment and Unemployment Record," discusses the major gains in employment achieved in 1972, while Chapter 2, "Manpower Programs: A New Role for States and Localities," highlights the latest developments in manpower revenue sharing—an effort to decentralize planning and management, which should provide states and localities with a greater role in regrouping and consolidating program activities. Manpower needs of the future are discussed in Chapter 3, "Population Changes: A Challenge to

Manpower Policy," and a manpower profile and discussion of programs for the Spanish speaking are offered in Chapter 4, "Spanish-Speaking Americans: Their Manpower Problems and Opportunities." Improvements in employment service management systems and tables illustrating U.S. Department of Labor statistics on the labor force are appended. (SB)

ED 075 582 VT 019 760

Federal Health Manpower Programs, 1970—Part I. Final Report.

National Institutes of Health (DHEW), Bethesda, Md.

Report No—NIH-70-53

Pub Date May 71

Note—174p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 213 258, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Federal Programs, *Financial Support, *Health Occupations, *Health Personnel, *Health Programs, *Library Facilities, *Manpower Development, *Manpower Utilization, *Nursing, *Public Health

This study was conducted to meet the Senate Subcommittee on Appropriation's request for a comprehensive and documented report that covers the current status and relationships of all major Federal programs concerned with health manpower. Part One gives an overview of Federal health manpower programs and outlines major recommendations, including the following: (1) The existing legislative authority should be modified to increase flexibility through elimination of strict categorical limitations governing institutional participation in health professional education, (2) The legislature should be modified so as to authorize federal support for projects of considered relevance in areas of educationally related deficiencies such as health manpower distribution and utilization, and (3) The Secretary of Health, Education and Welfare should be authorized to carry out expanded funding mechanisms through an amalgamation, extension, and expansion of the existing Health Professions Educational Nurse Training, and Library Facilities Construction Assistance legislation. (Author/SN)

ED 075 583 VT 019 777

Vollmer, Howard M.

Work Activities and Attitudes of Scientists and Research Managers: Data from a National Survey. R and D Studies Series.

Stanford Research Inst., Menlo Park, Calif.

Spons Agency—Air Force Office of Scientific Research, Washington, D.C.

Report No—AFOSR-65-0781

Pub Date May 65

Note—223p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD 620 376, MF \$.95; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—*Employer Employee Relationship, *Job Satisfaction, *National Surveys, *Participant Characteristics, *Professional Personnel, *Research Directors, *Scientists, *Tables (Data), *Work Attitudes

This report constitutes a basic data source on the organizational relations, activities, and attitudes of scientists and research managers in a variety of contexts throughout the United States. The data were obtained from a national survey of scientists and research managers in four disciplines—biology, chemistry, mathematics, and physics—using random samples of members of professional associations, and are broken down by five major variables, professional affiliation, type of employer, geographic region, educational level, and age. This is a descriptive report and largely consists of a tabular presentation of data accompanied by brief textual summaries of outstanding findings. Attitudinal data show that "freedom to select research projects to work on" is one of the characteristics scientists most frequently mention as desirable in a work environment—especially among scientists in contexts oriented toward basic research. As presented, the data are susceptible to further analysis and interpretation according to specific interests of the reader. (Author)

ED 075 584 VT 019 782

An Information Service for State Administrators of Vocational Rehabilitation. Final Report.

Council of State Administrators of Vocational Rehabilitation, Washington, D.C.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Report No.—SRS-RD-2586

Pub Date 6 Apr 70

Note—61p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 209 663, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Administrative Personnel, Demonstration Projects, *Information Centers, *Information Dissemination, Information Needs, *Information Services, Interagency Cooperation, *State Agencies, State Officials, *Vocational Rehabilitation

Identifiers—National Rehabilitation Association, NRA

This project was designed to demonstrate that a voluntary agency, such as the National Rehabilitation Association can provide an information and helping service in the area of interagency relationships to State Vocational rehabilitation agencies. During the first year of the project, a system of reports known as Rehabilitation Interagency Focus was developed and by the third year, 1,050 copies of each report were being distributed to 558 organizations. More than 100 bulletins, memoranda and other reports were used by State agencies in Statewide planning, program development, and staff development. The project suggests a number of approaches to disseminating various types of information and would be helpful to persons concerned with developing an information service in rehabilitation. (Author)

ED 075 585 VT 019 783

National Assessment of the New Careers Program, July 1967-October 1969. Final Report.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—PSCNC-72-001

Pub Date Jul 70

Note—148p.; Includes supplement of Manpower regional data

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 209 824, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Career Opportunities, Cost Effectiveness, Demography, *Disadvantaged Groups, Educational Facilities, Federal Programs, Human Services, Job Training, *Manpower Utilization, National Surveys, Nonprofessional Personnel, Participant Satisfaction, *Program Evaluation, Recruitment, *Vocational Development

Identifiers—*New Careers

An in-house assessment of the New Careers program, nationwide, covered 112 projects. Information was obtained on program components, enrollee data, effect of affiliation, and benefits and costs of training. The report describes types of agencies training new careerists, recruitment and selection procedures, supportive services being used, education and training, and career development practices. Attitudinal questionnaires measured impact of program on enrollees. (Author)

ED 075 586 VT 019 784

Hargrove, Michael B.

Training Impact of National Institutes of Health Research Grants. Part I: Hypotheses of Interest Concerning Individuals. Final Report.

National Institutes of Health (DHEW), Bethesda, Md. Div. of Research Grants.

Report No.—DRG-72-1

Pub Date 30 Jun 72

Note—109p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 213 221, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Doctoral Programs, *Educational Background, *Financial Support, Grants, *Individual Characteristics, *Manpower Development, Personality, Physicians, Post Doctoral Education, Professional Personnel, *Public Health, Research Projects, Working Hours

This report is the first part of a two-part study designed to measure the training impact of employment under National Institutes of Health (NIH) research grants on graduate students and postdoctorals in training status. Using the NIH Research Grant Manpower Survey as a data base,

hypotheses were investigated dealing with the relationship of individual characteristics and the type of research grant to the amount of support received from the grant and time spent working on the NIH research project. Some conclusions were: (1) Time spent (both total and paid hours) on a research project funded by an NIH grant is affected by educational background and personal characteristics, (2) The amount of financial support received from the project is related to educational background and personal characteristics, particularly for academic doctoral candidates, (3) Educational background and personal characteristics have little or no effect on the amount of unpaid work performed by postdoctorates but is often significant for academic predoctorates, and (4) There is a strong relationship between the individual's field of study and the primary scientific discipline of the research project, with academic postdoctorates more likely to work on grants within their field. Results supporting these conclusions are presented and discussed. (SB)

ED 075 587 VT 019 786

Survey of Child Care Among Women Working in Industry in Arkansas and a Day Care Program for These Women. Final Report.

Arkansas Scientific Associates, Inc., North Little Rock.

Spons Agency—Ozarks Regional Commission, Little Rock, Ark.

Report No.—OZKRC-TA70-16-NEG-A-5

Pub Date Jun 72

Note—115p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (COM-72-10526, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Building Design, *Child Care, Day Care Programs, *Day Care Services, Facility Expansion, Industrial Relations, *Program Costs, *Program Development, Surveys

Identifiers—*Arkansas

To determine the type of day care used and/or desired, a survey was conducted with representatives and women employees in industries in five economic planning and development districts of Arkansas during the summer and fall of 1971. Approximately 50 percent of the industries participated, with a total of 21,000 women responding to the survey. Results indicated that most companies had problems with women employees related to child care, but they are not interested in providing any aid to the employees in solving the problem. While less than two percent were currently using day care, approximately 50 to 60 percent of the women with preschool children desired to have day care or community day care centers but were willing to pay only 10 to 15 dollars per week. Cost figures from private and public day care centers were obtained and indicated that the cost per child per day ranged from three to eight dollars. In addition local, state, and federal regulations for day care centers were reviewed, and a master plan for an educational day care center which would accommodate 40 children was prepared. The cost of the educational program, along with outlines of staffing, programing, and architectural plans for expanding the facility to accommodate 80 children are presented. (Author/SB)

ED 075 588 VT 019 787

Burgener, V. E.

Training State and Local Instructors in the Use of National Highway Traffic Safety Administration Curriculum Package: Driver License Examiner. Final Report.

Technical Education Research Center, Champaign, Ill.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.—DOT-HS-800-728

Pub Date Jul 72

Note—76p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 212 915, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Driver Education, Educational Programs, *Institutes (Training Programs), *Leadership Training, *Teachers, *Traffic Safety

Identifiers—*National Highway Safety Administration

A series of Driver License Examiner Instructor Training Institutes (DLEITI) was held in four ci-

ties covering four geographic areas of the country to disseminate the curriculum materials prepared for a driver license examiner course. The project was conducted to familiarize 75 key state DLE instructors with the available materials and to improve their instructional skills. The 5-day institutes were held in conjunction with a community college and offered college level credit. Methodology for organizing and conducting the institutes, assessments of effectiveness, subsequent technical instructor training service, and conclusions and recommendations are covered in the text. Enrollment information, cost data, lesson plans, evaluation instruments, and a bibliography of instructional materials are appended. (Author/SN)

ED 075 589 VT 019 788

Giblin, Edward J. Levine, Louis L.

Employer Services Activities and Manpower Policy. Interim Report.

Applied Behavioral Research, Inc., Grand Rapids, Mich.; Michigan State Dept. of Labor, Detroit. Michigan Employment Security Commission.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Report No.—DLMA-82-26-71-41-1

Pub Date Aug 72

Note—139p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 211 993, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Demonstration Projects, *Employment Services, *Job Placement, Manpower Development, Manpower Needs, *Manpower Utilization, *Research Projects

This monograph is an outgrowth of a research and demonstration project designed to experiment with technique for increasing the quantity and quality of jobs listed with a state Employment Service Branch Office in order to create the potential for increased placements. The project's basic approach has been to improve the quality and extent of relations with employers. Sections of the monograph: (1) present a rationale as to why the national and regional offices must differentiate between basic types of local offices when issuing employer service program guidelines, (2) identify and specify the elements of the basic kinds of employer service programs presently in existence, (3) identify the steps for a local office to move from one stage of its employer services to a more advanced state, and (4) suggest the necessary support for a local office to achieve a reasonable progression toward a more effective employer services program. (Author/SB)

ED 075 590 VT 019 790

Rowan, Richard L. Rubin, Lester

Opening the Skilled Construction Trades to Blacks: A Study of the Washington and Indianapolis Plans for Minority Employment. Final Report.

Pennsylvania Univ., Philadelphia. Wharton School of Finance and Commerce.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-42-71-26

Pub Date Sep 72

Note—265p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 213 282, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Apprenticeships, *Building Trades, Construction Industry, *Employment Opportunities, Government Role, Industrial Training, Manpower Development, *Minority Groups, *Negro Employment, Program Effectiveness, Program Evaluation

Identifiers—District of Columbia, Indianapolis

An evaluation of the imposed Washington Plan and the Voluntary Indianapolis Plan for improving minority utilization in construction indicates that both plans have led to an improvement of employment opportunities for the target groups in general and for blacks in particular. Review procedures under both plans are discussed for restructuring in order to provide more effective performance by administrators of the plans. (Author)

ED 075 591 VT 019 792

Rogoff, Barbara M. *And Others*
A Survey of Recent Literature Relevant to Optimizing the Benefits of Youth Projects for Rural Youth in the Southeastern States. Final Report.

North Star Research and Development Inst., Minneapolis, Minn.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-41-2-001-27

Pub Date 29 Aug 72

Note—58p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 212 562, MF \$0.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—Area Studies, Cost Effectiveness, Demography, Educational Experience, Ethnic Groups, Industrial Training, *Literature Reviews, Manpower Development, Manpower Utilization, Migration, Population Trends, *Rural Areas, *Rural Youth, Social Mobility, Socioeconomic Status, *Southern States, Surveys, *Youth Programs

Identifiers—*Benefits

In this study a review was made of more than 140 publications which deal with the occupational and social adjustment of rural youth in the Southeastern region. This review primarily focuses on publications that concern: (1) the changing economic environment of rural youths, (2) their migration patterns, (3) their educational system, (4) their participation in federal manpower programs, and (5) their occupational and social adjustment. (Author/SN)

ED 075 592 VT 019 793

Robson, R. Thayne, Ed. Mangum, Garth L., Ed.
Proceedings of National Conference on State and Local Manpower Planning (Salt Lake City, Utah, April 28-30, 1971).

Utah Univ., Salt Lake City. Human Resources Inst.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-49-71-20-1

Pub Date Apr 71

Note—275p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 212 199, MF \$0.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—Case Studies, City Planning, *Conference Reports, Federal Government, Local Government, Manpower Needs, *Manpower Utilization, *Models, *Policy Formation, Politics, Public Policy, Regional Planning, State Government, *Statewide Planning

Approximately 250 manpower planning specialists employed by federal, state, and local governments and universities attended a 2-day conference, which examined the planning process for manpower action geared to state and local area needs. Topics covered in papers at the conference included: (1) principles and problems of manpower policy planning, (2) appropriate roles in manpower planning and administration, (3) case studies of state and city manpower organization, and (4) alternative models for manpower planning. The report also contains an appendix which describes and classifies the planning and administration of manpower activities in 48 states by the extent of authority and coordination between planning and operating agencies. (Author/SB)

ED 075 593 VT 019 795

Evaluation of the Effectiveness of Pre- and Post-Enrollment Services to Job Corps Enrollees. Final Report.

Unco, Inc., Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Policy, Evaluation, and Research.

Report No.—MEL-73-07

Pub Date Aug 72

Note—273p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 212 955, MF \$0.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Community Services, *Counseling Services, *Employment Services, Job Placement, Job Training, Program Effectiveness,

Program Evaluation, Recruitment, *Special Services
 Identifiers—*Job Corps

The study contains the findings and conclusions of an evaluation of the effectiveness of pre- and post-enrollment services to Job Corps enrollees. The study assesses the relative effectiveness of pre- and post-enrollment services provided to Job Corps enrollees by the various organizations serving them, the effectiveness of the administrative arrangements made by Job Corps with other organizations for providing pre- and post-enrollment services, and the cost of the various services as well as those of the same service from different sources. (Author)

ED 075 594 VT 019 796

Lecht, Leonard A. Cobern, Morris

Manpower Implications of New Legislation and New Federal Programs: Utilizing Persons with Engineering Backgrounds in the Health-Related Industries.

National Planning Association, Washington, D.C. Center for Priority Analysis.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-81-09-70-16-3

Pub Date Feb 72

Note—102p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 211 439, MF \$0.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Engineering, Engineering Technicians, Feasibility Studies, *Health Occupations, Industrial Training, Job Training, *Labor Force Nonparticipants, Manpower Needs, *Manpower Utilization, *Transfer of Training

This study explored the feasibility of using unemployed persons with engineering backgrounds in industries contributing to health care. According to the researchers, nearly 15,000 jobs for persons with engineering backgrounds could be generated in the health field over the next three years if an active program of job development were initiated. In order to do this however, education and training would have to be provided to convert persons from one industry to another (and in some cases from one occupational specialty to another) as well as financial incentives to cover costs of on-the-job training and to pay the minimum salaries necessary to induce engineers to accept employment in the health industries. (Author)

ED 075 595 VT 019 797

Fishman, Jacob R. *And Others*

New Careers Positions Descriptions: Sourcebook for Trainers, Entry Level.

National Inst. for New Careers, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Bureau of Work-Training Programs.

Report No.—PSC-NC-72-005

Pub Date 70

Note—157p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 210 580, MF \$0.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Administrator Guides, *Career Ladders, Correctional Rehabilitation, *Entry Workers, Health Services, Housing, Job Development, Law Enforcement, *Manpower Development, Occupational Mobility, Program Development, *Service Workers, Social Services, Trainers

Identifiers—Career Lattices, *New Careers

Intended to assist in the development phase of New Careers program development, this trainer's sourcebook contains: (1) descriptions of 44 entry level positions in the major human services fields, including explanations of such elements as position title, introduction and general description, position control, duties, responsibilities, and qualifications, (2) numerous outlines for creating new positions, and (3) suggestions for developing the career ladder or lattice. In addition to providing the beginning process of job development and a form of reference for salary level, the sourcebook should assist in defining a more efficient, economical, and effective training program. The occupational areas covered are: (1) health, including community institutions and mental health, (2) education, including public schools, (3) law enforcement, (4) social services, including in-

dividual and community services, (5) corrections and rehabilitation, (6) housing, and (7) employment. (Author/SB)

ED 075 596 VT 019 800

Somers, Gerald G.

Innovations in Apprenticeship: The Feasibility of Establishing Demonstration Centers for Apprenticeship and Other Industrial Training. Final Report.

Wisconsin Univ., Madison. Industrial Relations Research Inst.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-55-71-31-1

Pub Date 31 Oct 72

Note—91p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 213 555, MF \$0.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Apprenticeships, *Demonstration Centers, Demonstration Projects, Educational Innovation, Feasibility Studies, Federal Government, *Industrial Training, Job Training, Site Selection, *Skill Centers, Skilled Labor, *Vocational Development

In order to determine the feasibility of establishing demonstration centers for apprenticeship and skill training, extensive interviews were conducted involving union officers, employer representatives, vocational educators, and officials of federal and state apprenticeship divisions in this country and abroad during the period from 1971 through 1972. On the basis of the interviews and on-site observations of currently operating demonstrations, innovations, and experiments in apprenticeship training, four specific possibilities for demonstration centers were recommended as were the types of projects to be attempted. Recommended site locations are California, Colorado, New York, and Wisconsin. The proposed centers and demonstration projects are merely suggestive of the possibilities. It is anticipated that the projects conducted at the centers will be expanded over time, and that their selection and evaluation will be part of the experimental process characterizing the centers. (Author/SN)

ED 075 597 VT 019 814

Aldrich, Daniel G., III

An Analysis of Vocational Program Costs.

California Univ., Los Angeles. Graduate School of Education

Spons Agency—California State Dept. of Education, Sacramento. Research Coordinating Unit; Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Pub Date 72

Note—170p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Area Studies, *Cost Effectiveness, *Federal Aid, Post Secondary Education, *Program Costs, Secondary Grades, *State Aid, *Vocational Education

To determine vocational program costs at the secondary and post-secondary levels so as to assist state and local administrators in obtaining financial support, three high school districts and one community college district from each of seven states were surveyed. Items for which data were collected included: (1) direct expenditures of vocational programs, (2) total district expenditures, (3) master class schedule for each school in the district, (4) floor area of classrooms used for instruction, and (5) the number of full-time equivalent teachers for services and programs in the district. An analysis of the findings revealed that: (1) Appropriate proration of indirect costs for general support, and plant operation and maintenance is critical in determining the precise total cost of an instructional service, (2) High school districts place less emphasis on instructional equipment replacement than do community college districts, (3) Categorical support of vocational programs should be continued, (4) Strong consideration should be given to additional financing for industrial arts services, and (5) More efficient program-weighting factors are needed because they are neither sufficiently sensitive to local needs nor precise enough to be used in a state vocational fund's allocation system. Recommendations are included as are tables, sample instruments, and worksheets. (Author/SN)

ED 075 598

VT 019 818

Lynch, Mary V.

Predictive Models for Success in Occupational Education. Occupational Research Project Final Report.

Wayne Community Coll., Goldsboro, N.C.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Div. of Comprehensive and Vocational Education Research; North Carolina Research Coordinating Unit in Occupational Education, Raleigh.

Pub Date 31 Dec 72

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Performance, *Community Colleges, Guidance Programs, *Models, Pilot Projects, Post Secondary Education, Predictive Ability (Testing), *Predictive Measurement, Technical Education, Tests, *Vocational Education

Identifiers—College Qualification Test, CQT, North Carolina, Otis Lennon J Advanced Level Test, SCAT, School and College Aptitude Test, Wayne Community College

A comprehensive guidance program aimed at predicting chances of success in a student's choice of programs in community college and occupational programs, this project was undertaken during the fall of 1971 at Wayne Community College. The subjects used were those seniors from the five high schools who were interested in one of the vocational technical programs offered at the college, recent graduates of the college, and currently enrolled sophomores. A number of instruments such as the School and College Aptitude Test (SCAT), the Otis-Lennon J., Advanced Level Test, and College Qualification Test (CQT) were administered to participants in order to obtain generalizable results. Findings indicated that the CQT was the more accurate of the three tests in predicting grade point average, therefore predictive models based on the principle inherent in the CAT were developed for both the technical and vocational skill areas. The models include a percentile range on chances in 100 of earning the quality point average, giving rise to the expectation that applicants who are admitted as students can be expected to earn a "B" or "A" in more cases than previously were seen. (Author/SN)

ED 075 599

VT 019 819

Vocational and Technical Training—1970-71.

Statistics Canada, Ottawa (Ontario). Education Div.

Pub Date Feb 73

Note—190p.; Catalogue 81-209 Annual

Available from—Statistics Canada, Ottawa, Canada, KIA OT6 (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Manpower Development, Post Secondary Education, Statistical Data, Technical Education, *Training, *Vocational Development, *Vocational Education, *Vocational Schools, *Work Experience Programs

Identifiers—*Canada

Divided into seven sections and written in a 2-column format in both English and French, this document presents statistical data on the following vocational schools and training programs in operation in Canada during the 1970-71 academic year: (1) publicly sponsored post-secondary courses, (2) publicly-operated vocational schools, (3) publicly-supported vocational training programs involving private business and industry, (4) apprenticeships, (5) training of vocational teachers, (6) private vocational schools, and (7) training for the nursing profession. Sample questionnaires and reports on the various programs are appended. (SN)

ED 075 600

VT 019 822

Occupational Rehabilitation and Placement of the Disabled.

Centre for Information and Documentation of the European Communities (CID), Luxembourg.

Pub Date Sep 71

Note—519p.; Proceedings of the European Symposium on Occupational Rehabilitation and Placement of the Disabled (Luxembourg, May 24-26, 1971)

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—Job Placement, Medical Services, *Occupational Therapy, *Physically Handicapped, Public Policy, *Rehabilitation Programs, Sheltered Workshops, Symposia, *Voca-

tional Rehabilitation, *Vocational Training Centers

Identifiers—Europe

The proceedings of the European Symposium on Occupational Rehabilitation and Placement of the Disabled present a general survey of the problem of reintegrating disabled persons into working life. Member countries agreed that men and women must be rehabilitated as much as possible rather than pensioned off prematurely. To accomplish this the labor market must be opened to the disabled and kept open. The document includes addresses and discussions on the role of medicine in rehabilitation, occupational rehabilitation and training, job placement and adjustment in normal and protected working conditions, and points of view of the disabled, employers, and others. It was felt essential to find a link between the medical and vocational stages of rehabilitation and to coordinate the complete process so that the disabled may have a chance of success. The material collected at the symposium should assist the members of the Commission of the European Communities to work out on the political level a program to rehabilitate and employ the disabled. Formation of a permanent body of scientific and government experts, employers, workers, and disabled persons was recommended to develop methods and means. (MF)

ED 075 601

VT 019 824

An Evaluation of a Staff- and Community-Implemented Model Integrating Career Development Concepts in a Total Educational Program, K-12. Final Report.

Alameda County School Dept., Hayward, Calif.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento. Research Coordinating Unit.

Report No—RCU-01-10017-C099-72

Pub Date 72

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitude Tests, *Career Education, *Community Involvement, Comparative Analysis, Control Groups, Elementary Grades, *Experimental Programs, Maturity Tests, Occupational Information, *Parent Participation, Post Testing, Pretesting, *Program Evaluation, Research Projects, Secondary Grades, Vocational Development

Identifiers—*California

The purpose of this project was to evaluate the effects of a comprehensive career development program operating during the 1971-72 school year on selected behaviors of students, parents, school staffs, and community participants. Through career development experiences within the normal curriculum in certain experimental schools the project had as its objectives: (1) to demonstrate a change in student attitudes toward careers and vocations as measured by a test of vocational maturity, (2) to produce a significant increase in vocational information by experimental students as compared to a control population, (3) to change staff, parental, and community attitudes toward vocational education and career education, (4) to increase parent and community participation in curriculum planning and implementation in the experimental schools, (5) to have experimental students demonstrate one or more exploratory behaviors during the school year, and (6) to have teachers in the experimental schools implement three or more career development experiences during the school year. While the last three objectives were met or exceeded, no attitude changes were evidenced, although there was some increase in interest and information. Detailed test and evaluation results are tabulated and discussed. Project-designed inventories and factor analyses are appended. (MF)

ED 075 602

VT 019 826

Brown, Michael W. Callahan, W. Thomas
The All Volunteer Navy and The Schools: Recommendations for Integration of Navy Careers into Career Education. Final Report.

Operations Research, Inc., Silver Spring, Md.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No—ORI-TR-764

Pub Date 12 Feb 73

Note—16p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Education, Career Opportunities, Career Planning, *Feasibility Studies, *Integrated Curriculum, *Military Training, *Occupational Information, Orientation Materials

Identifiers—*Navy Careers

This study examined the potential for integrating information on Navy careers into the career education programs which are currently being developed. This integration would result in the presentation of Navy employment information in the same educational context in which employment information on comparable careers in the civilian environment is presented. To verify the feasibility of the study concept and to obtain information either describing career education principles and program developments or describing manpower procurement procedures and Navy occupational information materials, interviews were conducted with key personnel in the U.S. Office of Education, National Institute of Education, and several agencies involved in career education development, as well as key personnel in the Navy and the Office of the Assistant Secretary of Defense. Based on the results of the interviews and the review of materials assembled, the concept of integration of Navy careers into career education was deemed feasible, and recommendations were formulated pertaining to: (1) development of career guidance materials describing occupations and career development opportunities in the Navy, (2) Navy support of career education curriculum, and (3) establishment of linkages between the Navy and agencies involved in career education. (Author/SB)

ED 075 603

VT 019 827

Hungerland, Jacklyn And Others

Development and Pilot Test of a Career-Oriented, Peer-Instructional Model in the Office Cluster of Business Occupations. Final Report.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—California State Dept. of Education, Sacramento.; Pacific Grove Unified School District, Calif.

Report No—HumRRO-TR-72-28

Pub Date Oct 72

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, Educational Objectives, Entry Workers, Individualized Instruction, *Instructional Materials, Job Skills, *Models, *Office Occupations Education, Program Development, Program Evaluation, Skill Analysis, *Student Motivation, Task Analysis, Task Performance

Identifiers—*Program Implementation

This project was conducted to design an instructional model capable of producing high levels of student motivation and proficiency, using the office cluster of business occupations as a vehicle, and to formulate a plan for field implementation and evaluation of the model. To achieve the objectives, project personnel, secondary business teachers, and an advisory group: (1) established a hierarchically arranged clustering of the office occupations, (2) identified job functions and tasks, (3) performed detailed task and skill analyses, (4) developed instructional objectives for all the job tasks, (5) constructed skill/competency matrices, and (6) established entry-level performance standards for the various jobs. The resulting performance-oriented model was devised to permit any student to prepare for entry level employment, it provides for continuous feedback, individualization of instruction, skill mastery, and inclusion of students as the instructional medium. Seven of the 15 job-instructional packets, developed in conjunction with the model, were pilot tested with 35 high school students. Comparisons of the performance of 35 experimental subjects with 35 control subjects indicated that the experimental subjects had statistically significant superior job knowledge and job performance. A detailed plan for implementation and evaluation is included in this report. (Author/SB)

ED 075 604

VT 019 843

Physicians-in-Residence: A Demonstration Project in Continuing Education.

National Institutes of Health, Bethesda, Md. Div. of Physician Manpower.

Pub Date 70

Note—22p.; A Physician Manpower Publication

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Cooperation, *Demonstration Projects, Educational Coordination, Health Personnel, *Inservice Education, Manpower Utilization, Medical Education, *Physicians, *Professional Continuing Education, Regional Cooperation, School Community Relationship

This is the preliminary report of a demonstration project in continuing education of the physician in his own community. Members of the University of California San Francisco Medical Center went into residence in 14 communities in Northern California and Nevada for periods of three days. Choice of specialties and the programming were developed by the local community in close liaison with the University and related to specific areas of current interest and needs. Although final evaluation has not yet taken place, many achievements can be identified in the field of patient care and development of facilities, and there has been a real expansion of continuing education for the practicing physician. New community development and community-university relationships of great potential value have resulted from the program. An unexpected result of the program was that it provided medical school faculty with the opportunity to observe practice and problems in ways not otherwise available, pointing up the importance of continuing education and the leadership role to be assumed. The Physicians-in-Residence Program suggests that manpower projections must be community-based, tied to work function and serving delivery systems. Cooperative regional arrangements would maximize resources and improve services. (MF)

ED 075 605 VT 019 844

An Experiment in Using Lay-Off Time for Improving Workers' Advancement Potential. Report on Two Years of the Job Advancement Training Program.

Texas Congressional District Number 24.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-34-70-31-2

Pub Date Oct 72

Note—82p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (DLMA-82-34-70-31-2, MF \$.95, HC \$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Demonstration Projects, *Employment Potential, Experimental Programs, Industrial Relations, *Manpower Development, Program Attitudes, Program Evaluation, Promotion (Occupational), *Remedial Programs, Vocational Counseling, *Work Attitudes

Identifiers—Job Advancement Training Program (JAT)

The Job Advancement Training Program (JAT) was an experimental demonstration project to determine whether workers, employers, and community agencies would perceive value in and respond positively to non-skills training opportunities offered to workers during periods of temporary layoff, and also to determine if the training seemed to have increased promotion possibilities for the enrollees. Conclusions from the project experience show that temporarily laid-off workers (the primary target group) will not enroll. The program attracted relatively young and inexperienced workers on indefinite or permanent layoff. The target group perceived no job-related benefits in such training, because in most industries worker advancement and promotional systems are negotiated through the collective bargaining process which ensures advancement on the basis of seniority. Employers response to the JAT concept was minimal as they could not perceive any area of self-interest. Findings suggest that application of such a program would be of potential benefit only in industries where internal labor market practices are not rigidly tied to a worker's seniority. (MF)

ED 075 606 VT 019 845

Mellinger, Barry L.

A Summary Report of the Study "Areas of Concern in Technical Institute Accreditation."

Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Colleges.

Pub Date 72

Note—15p.

Available from—Commission on Colleges, Southern Association of Colleges and Schools, 795 Peachtree St., NE, Atlanta, Ga 30308 (no price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Standards, *Accreditation (Institutions), Administrative Policy, Educational Facilities, Evaluation Criteria, Post Secondary Education, *Program Evaluation, *Program Improvement, Teaching Load, Technical Education, *Technical Institutes, *Vocational Education

To identify areas of concern in technical institute accreditation, 69 reports encompassing 1,631 comments of accreditation evaluation teams of two regional and four specialized accrediting agencies were analyzed. In addition, a survey of the opinions of officials in 93 technical institutes in the regions served by two regional accrediting agencies was conducted. Based on the relative frequency of comments in accreditation evaluation team reports, technical institutes appeared to have common weaknesses in complying with accreditation requirements, including: (1) inadequate library holdings, (2) inadequate or limited physical facilities, (3) excessive teaching loads, and (4) failure to develop, clearly define, and adhere to formal policies and procedures within the institution. The survey of technical institute officials revealed that the officials generally felt that regional accrediting agencies did not fully understand the philosophy, purposes, and operational characteristics of the institutes. Major challenges identified by the institute officials included: (1) reconciling conflicting expectations between accrediting agencies and other agencies, (2) successfully developing appropriate physical facilities, student activities, and faculty and student loads, and (3) developing effective criteria and procedures for faculty and staff evaluation and promotion. (SB)

ED 075 607

Whisler, Lois

Reflections of the Community: The Community Aide and Consumer and Homemaking Education.

Kern Joint Union High School District, Bakersfield, Calif.

Spons Agency—California State Dept. of Education, Sacramento. Research Coordinating Unit.

Pub Date 72

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, Community Study, *Consumer Education, Curriculum Research, *Disadvantaged Youth, *Homemaking Education, *Manpower Utilization, Models, *Paraprofessional School Personnel, School Community Programs

Identifiers—*Community Aide

To further the development and refinement of a model to utilize paraprofessionals in conducting a needs assessment of disadvantaged youth for consumer and homemaking education, curriculum guides from the nine schools involved in the project were analyzed and pre- and post-assessment questionnaires devised and administered to the aides and teachers in those schools. Meetings were held with aides monthly, and written reports of the meetings were sent to the teachers. This input resulted in teachers' formulations of performance objectives and completion of goal statement questionnaires. Findings include: (1) There is a need for preparing the professional to work with the paraprofessional, (2) Many of the aides encounter difficulty with educational terms, indicating perhaps that handbooks which contain defined terms should be developed, and (3) Because many of the aides encounter problems such as physical or psychological difficulties, family problems, unwanted pregnancies, divorces, car breakdowns, and impoverished backgrounds, the teacher's attitudes and the curriculum itself may need modification. Supplementing the text is the original handbook developed for home economics community aides. (SN)

ED 075 608

Friedlander, Stanley L.

Unemployment in the Urban Core: An Analysis of Thirty Cities with Policy Recommendations. Praeger Special Studies in U.S. Economic, Social, and Political Issues.

Columbia Univ., New York, N.Y. Conservation of Human Resources Project.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

VT 019 858

Pub Date 72

Note—256p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, N.Y. 10003 (no price quoted)

Document Not Available from EDRS.

Descriptors—Demography, *Disadvantaged Youth, Economic Research, Labor Force Non-participants, *Labor Market, Manpower Needs, Manpower Utilization, Metropolitan Areas, Negro Employment, Public Policy, *Racial Discrimination, *Unemployment, *Urban Slums, Youth Employment

This study explores the determinants of urban unemployment in 30 major cities, particularly in the inner core slums among nonwhites and youth. Using data for 1960, a year of recession, and 1966, a year of prosperity, the author found that a factor which may be important under one set of economic conditions is not so in another cycle. Although unemployment in the nation dropped between the study years, many large cities did not experience a proportionate decrease in unemployment. This selective prosperity among cities and slums is examined and identified. The study's most surprising finding was probably that a high rate of crimes against property correlates with lower unemployment rates for minorities and slum dwellers, due to the fact that many disadvantaged persons view illegal activities as an alternative to no work or marginal jobs and therefore stop looking for regular employment. Racial discrimination was found to be a major factor in the high unemployment rates among nonwhites and slum dwellers, contributing to the seeking of illegal income opportunities. The author stresses that manpower training must be more closely linked to job placement to be of help to the urban disadvantaged. Policy recommendations derived from the findings are addressed primarily to the Federal Government but with important roles for State and local Governments. (MF)

ED 075 609

Rehabilitation, Sheltered Workshops, and the Disadvantaged: An Exploration in Manpower Policy.

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Feb 70

Note—251p.; Papers and Summaries of Proceedings of a Conference (Riverdale, N.Y., February 16-18, 1970)

Available from—Vail-Ballou Press, Inc., Binghamton, N.Y. (no price quoted)

Document Not Available from EDRS.

Descriptors—*Conference Reports, *Disadvantaged Groups, Human Resources, Labor Market, *Manpower Development, Program Development, Research Methodology, Research Needs, *Sheltered Workshops, Unemployment, *Vocational Rehabilitation, Youth Employment

This publication contains presentations and summary of a conference designed to explore the potential of the rehabilitation model in providing rehabilitation and manpower services to the disadvantaged through sheltered workshops. Presented by scholars and practitioners in the fields of manpower economics, psychology, social psychology, sociology, and rehabilitation, the presentations raise questions and suggest some solutions concerning the feasibility of modifying and expanding vocational rehabilitation to achieve manpower objectives. Major themes of the presentations were: (1) Sheltered Workshops: An Overview, (2) Behavioral Science Issues, (3) Manpower Perspectives, (4) Rehabilitation Program Perspectives, and (5) Research Perspectives. (SB)

ED 075 610

Holstein, Herbert B.

Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities. Interim Report.

Lincoln County Schools, Hamlin, W. Va. Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No.—1-361-0170

Pub Date 31 Dec 72

Contract—OEC-0-71-0682(361)

Note—208p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Career Education, Cooperative Education, Depressed Areas (Geographic), *Developmental Programs, Elementary Grades, Employment Opportunities, Inservice Teacher Education, Occupational Guidance, Occupational Information, Program Descriptions, Program Evaluation, *Rural School Systems, Secondary Grades, *Vocational Education
Identifiers—*Lincoln County Schools, West Virginia

This is an interim report for the period January 1, 1972 through December 31, 1972 of a project designed to develop a comprehensive program of vocational education in a rural school system located in an economically depressed area. The exemplary project design provided for four major areas: (1) career awareness in grades 1-6, (2) career orientation in grades 7-8, (3) career exploration and exposure in grades 9-10, and (4) career preparation, including guidance and skill development, in grades 11-12, with expansion of vocational education offerings to out-of-school youth. Program evaluation, utilizing pretesting and posttesting of the occupational knowledge of project and non-project students, provided evidence that the process of systematically receiving meaningful career education experiences produces a positive effect on language achievement, mathematics achievement, and occupational awareness. Recommendations made as a result of observations of the project include a need for more inservice training for teachers in correlating existing disciplines with occupational studies. Students should be able to enter any occupational study through any one of the existing disciplines. Related documents, available in this issue, are VT 019 877-VT 019 879. (MF)

ED 075 611 VT 019 877
Lincoln County Exemplary Program in Vocational Education, Resource Units Developed by Exemplary Teachers for Grades 1-12, Volume IV of Volume I.

Lincoln County Schools, Hamlin, W. Va.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 31 Dec 72
Contract—OEC-0-71-0682(361)
Note—167p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Education, *Developmental Programs, Elementary Grades, Instructional Materials, Learning Activities, *Occupational Information, *Resource Units, *Teaching Guides

Identifiers—Career Awareness, Lincoln County Schools, West Virginia

The elementary grades resource units were prepared to provide students with occupational information to make them aware of the meaning of work and to present the "world of work" in a manner appropriate to the students' state of development. This document is comprised of teaching units for the several elementary grades, with information about various occupations, developed to present learning activities in the career areas. Appendixes include worksheets, quizzes, and resource materials. Related documents, available in this issue, are VT 019 862, VT 019 878, and VT 019 879. (MF)

ED 075 612 VT 019 878
A Suggestive Resource Unit for Levels Seven and Eight Using the Occupational Clusters in Career Orientation, Volume II of Volume I.

Lincoln County Schools, Hamlin, W. Va.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 31 Dec 72
Contract—OEC-0-71-0682(361)
Note—129p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Education, *Developmental Programs, Grade 7, Grade 8, Instructional Materials, Learning Activities, *Occupational Clusters, *Occupational Information, *Resource Units, Self Concept, Student Participation, Teaching Guides

Identifiers—Career Orientation, Lincoln County Schools, West Virginia

This resource unit was prepared as guide for career orientation in Grades 7 and 8 to be used by all teachers of all subjects in planning and implementing career orientation activities. The unit is designed to give students a broad knowledge of

the characteristics and functions of specific occupations within a spectrum of occupational families. Student participation should be encouraged at this level so that each student will develop a positive self-concept in relation to the many and varied roles within the occupational framework of our economic and social system. Teaching strategies, correlation of subjects, learning activities, resource materials, evaluation techniques, and questionnaires are presented for teacher utilization. More than half of the document consists of a resource bibliography on various types of materials and of a listing of clusters in various occupations as a guide for the classroom teacher. Related documents, available in this issue, are VT 019 862, VT 019 877, and VT 019 879. (MF)

ED 075 613 VT 019 879
Research Model for Levels Nine and Ten: Lincoln County School Based Model for Career Education, Volume III of Volume I.

Lincoln County Schools, Hamlin, W. Va.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 31 Dec 72
Contract—OEC-0-71-0682(361)
Note—197p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Education, Curriculum Development, *Developmental Programs, Grade 9, Grade 10, Learning Activities, Occupational Choice, *Occupational Clusters, Occupational Information, *Resource Units, Self Evaluation, *Teaching Guides, Vocational Counseling, Vocational Development

Identifiers—Career Exploration, Lincoln County Schools, West Virginia

This resource unit was written as a guide for career exploration in Grades 9 and 10. Students at these levels need the opportunity to explore their capabilities in a wide variety of occupational situations, and secondary school curriculum should provide occupational experiences to enable them to make realistic occupational choices by gaining an understanding of the aspects of work related to their own personalities and abilities. Included are job interview techniques, employment application information, and the role of counseling and guidance in career exploration. Work opportunities and facilities are explored on field trips. Teaching strategies, learning activities, correlation of subjects, resource materials, evaluation techniques, and questionnaires are presented for teacher utilization. Occupational clusters in various job areas and a resource bibliography are included. Related documents, available in this issue, are VT 019 862, VT 019 877, and VT 019 878. (MF)

ED 075 614 VT 019 882
Valentine, Ivan E.
Administration of Occupational Education: A Suggested Guide.

Colorado State Univ., Ft. Collins.; Office of Education (DHEW), Washington, D.C.
Pub Date 71
Note—185p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administrator Guides, Administrator Responsibility, Decision Making, Leadership Responsibility, *Models, Post Secondary Education, Problem Solving, *Program Administration, Program Development, Program Effectiveness, Program Evaluation, Secondary Grades, *Systems Approach, *Vocational Education

Identifiers—*Program Implementation

Designed to provide administrators of occupation programs at the secondary and post-secondary level with a systems approach to administration, this administrators' guide brings together administrative and leadership tasks and responsibilities that must be considered by administrators when developing programs. The system presented in the guide is designed to provide direction in determining strategies, priorities, and alternatives relative to the administration process and management functions in the operation of occupational programs. The content of the guide is structural to provide: (1) an introduction to the systems approach and a technique for developing a basic flow chart depicting a systems approach for analyzing administrative responsibilities, (2) a problem-solving and decision-making model, (3) an administrative profile of the tasks and functions performed by administrators in the decision-

making process, and (4) specific models for each of the major administrative functions pertaining to planning, developing, implementing, and evaluating the effectiveness of occupational programs. (Author/SB)

ED 075 615 VT 019 886

Blase, Judith C. Suches, Arthur M.
Performance and Attitude Guidance Selection Model for Vocational Training. Final Report.

Southern California Regional Occupational Center, Torrance.

Spons Agency—California State Dept. of Education, Sacramento.

Pub Date 30 Nov 72
Note—282p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Career Opportunities, Correlation, Factor Analysis, *Guidance Counseling, *Guidance Programs, Models, *Performance Factors, Predictor Variables, *Profile Evaluation, Research Projects, Student Attitudes, Student Motivation, Success Factors, Surveys, *Vocational Training Centers

Identifiers—Southern California Regional Occupational Center

This study was made to determine whether the Southern California Regional Occupational Center was attracting low-motivated students, to find ways to reach more such students, and to identify factors in the guidance program that contributed to its success. The project's objective was to develop a guidance model to better assist students in selecting courses most appropriate to their interests, needs, and abilities. Data were collected and analyzed for performance and attitude profile variables for 1,321 Center students and 9,121 high school juniors in the six school districts served by the Center. The primary factor identified to account for the success of the guidance program was the use of the Performance Profile data in assigning students to instructional programs. Findings related to the use of the Career Opportunity Programs, although insufficient in terms of recruitment of low motivation students, indicated that these programs do influence student course choice. A guidance model incorporating project findings has potential for predicting student success in a variety of vocational instructional settings. (MF)

ED 075 616 VT 019 887
Dickerson, Jack

Analysis of Skills Needed by Graduates of Associate Degree Insurance Major. Final Report.

North Central Technical Inst., Wausau, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date Jun 72
Note—91p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Associate Degrees, Business Skills, *Course Content, *Curriculum Evaluation, Employment Qualifications, *Insurance Companies, *Insurance Occupations, Occupational Information, Salesmanship, Skill Analysis, Surveys, Technical Institutes, Vocational Education

This study was undertaken to learn whether the courses offered by the Associate Degree Insurance program at North Central Technical Institute, Wausau, Wisconsin, are adequate to equip prospective employees in the insurance industry. The study was accomplished by surveying 169 insurance companies to obtain the value assigned by respondents to each course in the insurance curriculum. Detailed responses are presented in tabular and narrative form. Seventy-five percent of the responding companies stated that they would be interested in hiring the graduates of the 2-year associate degree program. However, many firms indicated that a positive attitude was more important than technical training and that they would hire the graduates because of their demonstrated interest in the insurance business rather than because of what they had learned at school. Some firms stated that they look for persons with a liberal arts background and do the training themselves. Fifty-seven percent of the respondents felt that a liberal arts graduate was preferred to the business graduate. As a result of the survey, it was recommended that a salesmanship course be added to the curriculum, as most insurance jobs involve some sort of selling. It was

176 Document Resumes

also recommended that contacts with the insurance companies be maintained for placement and further curriculum evaluation purposes. (MF)

ED 075 617 VT 019 888

Matteson, Harold R. Koene, Wayne G.
Factors Influencing Farmers to Stay In or Drop Out of the Young Farmer Program in Wisconsin.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.; Wisconsin Univ., Madison. Dept. of Agricultural and Extension Education.

Pub Date [72]

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agricultural Education, Dropout Characteristics, *Dropouts, Educational Research, Enrollment Influences, *Participant Satisfaction, *Program Evaluation, *Student Characteristics, *Young Farmer Education

Identifiers—*Wisconsin

To determine why some farmers drop out of the Wisconsin Young Farmer Program while others continue to enroll and to investigate strengths and weaknesses of the program, questionnaires were mailed to a random sample of 500 students, who were divided into broad categories of dropouts and re-enrollees. Usable returns from 41 percent of the dropouts and 79 percent of the re-enrollees revealed that dropouts were generally older, had considerably more farming experience, owned more of the land they operated, had more net worth, and had slightly more overall education than the re-enrollees. The dropouts also had a tendency to rate their instructor's teaching ability slightly lower, believed the major objective of the program was to acquire information about their farming operation rather than develop problem solving ability, and felt that the program was less relevant to their needs than did the re-enrollees. Dropouts tended to leave the program for purely personal reasons, such as being too involved with civic, religious, social, and farm organizations and/or family obligations. (SB)

ED 075 618 VT 019 905

Draper, A. M. Leslie

Suggestions for Developing an Occupational Library.

California Occupational Analysis Field Center, Los Angeles.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Jul 72

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Libraries, Library Acquisition, *Library Materials, *Occupational Information, Publications, *Reference Materials, Vocational Education

Prepared by an occupational analyst of the California Analysis Field Center, this publication is intended to suggest maximum flexibility in acquiring and organizing an occupational library. This is accomplished in sections which describe the purposes of an occupational library and provide suggestions for organizing the information, acquiring supplies and equipment, and keeping the information current. Also included is an annotated bibliography of basic and supplementary materials for the occupational library. Entries are arranged alphabetically by titles and contain publication information, cost, and brief annotation. The supplementary materials are further organized according to these categories: (1) General Additions, (2) Directories and Job Indexes, (3) Series Publications on Jobs, (4) Brochures published by Professional Associations, (5) Bibliographies of Occupational Information, (6) Civil Service Examination Announcements, (7) Recruiting Material Published by Employers, (8) Employment Trends, (9) Materials in Education and Training Relating to Occupations, (10) Materials in Testing and Job Getting, and (11) Training Materials. An alphabetical listing of the publications is included. (SB)

ED 075 619 VT 019 906

Ginn, Clyde N.

A Study of the Utilization and Dissemination of Materials Produced by the Curriculum Coordinating Unit and Research Coordinating Unit as Perceived by the Secondary and Post Secondary Vocational Personnel in the Vocational Complexes of Mississippi.

Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date Dec 72

Note—143p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Information Dissemination, Information Services, *Information Utilization, Instructional Materials, Post Secondary Education, Research Coordinating Units, Secondary Grades, *Vocational Directors, *Vocational Education Teachers

Identifiers—Curriculum Coordinating Units, *Mississippi

To determine the utilization and dissemination of materials produced by the Curriculum Coordinating Unit (CCU) and the Mississippi Research Coordinating Unit, survey instruments were mailed to vocational directors and secondary and post-secondary teachers of trade and industrial, business and office, distribution and marketing, and technical education. Returns from approximately 85 percent of the post-secondary institutions and 70 percent of the secondary institutions indicated that a high percentage of directors and teachers of vocational education are not aware of the CCU, or procedures involved in requesting services from the CCU. A more subtle, direct pattern of communication needs to be established between CCU personnel and vocational teachers and directors. Results are presented individually for teachers and directors of each subject matter area, and the survey instrument is appended. (Author/SB)

ED 075 620 VT 019 907

Fish, Duane

San Francisco Bay Area Environmental Education Needs Study.

West Valley Joint Community Coll. District, Campbell, Calif.

Spons Agency—California State Dept. of Education, Sacramento. Div. of Vocational Education.

Pub Date Jul 72

Note—94p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Area Studies, Course Content, Curriculum Research, *Educational Needs, *Employment Opportunities, Employment Potential, Employment Projections, *Environmental Education, Environmental Technicians, Feasibility Studies, Job Skills, *Post Secondary Education, Technical Education, *Technical Occupations

Identifiers—*San Francisco Bay Area

To identify environmental technician positions in the public and private sectors of the San Francisco Bay Area as well as to determine the skills and knowledge necessary for employment in the field, questionnaires were distributed to companies, agencies, individuals of the private sector in the area, and 33 institutions offering an Occupational Curriculum in Environmental Education. Findings derived from the data include: (1) At present, there exists no immediate employment placement locally for 2-year trained environmental technicians, therefore it would not be feasible to institute such a program in this vicinity, and (2) The environmental technology topics most often offered were Introduction to Environmental Technology, Disease Prevention Technology, Pollution Prevention and Control Technology, Resources Conservation Technology, and miscellaneous courses. (SN)

ED 075 621 VT 019 908

Murphy, Patricia D.

Teaching for Employability.

North Dakota State Univ., Fargo. Coll. of Home Economics.

Spons Agency—North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.

Pub Date Jun 72

Note—26p.

Available from—North Dakota Research Coordinating Unit, State Board for Vocational Education, State Office Building, 900 East Boulevard, Bismarck, North Dakota 58501 (no price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitude Tests, *Course Content, Educational Programs, Educational Research, *Employment Qualifications, *Fundamental Concepts, Job Application, Job Skills, Program Evaluation, Secondary Education, Student Attitudes, *Teaching Techniques, *Vocational Education, Work Attitudes

Identifiers—*North Dakota

This booklet of teaching suggestions, obtained during a 1-day brainstorming session with 12 North Dakota Vocational teachers, is based on a research project which sought to identify the concepts and instruction that are common in secondary vocational courses. Following a brief summary of the research project, which includes the procedures and resulting rank-ordered lists of concepts rated as most essential, useful, and least essential by a panel of experts, the booklet provides: (1) suggestions and resources for using the concepts, including ideas for developing positive attitudes toward work and developing such job skills as locating and interviewing for a job, (2) descriptions of effective teaching techniques, such as role playing, student debates, and work experiences, (3) descriptions of projective and self-report techniques to use in assessing students' attitudes, and (4) an evaluation form to use in rating a present vocational program in terms of the concepts considered most important by the panel of experts. The questionnaire used in the research project plus lists of the panel of experts and teachers participating in the brainstorming session are appended. A report of the research project is available as VT 019 909 in this issue. (SB)

ED 075 622 VT 019 909

Murphy, Patricia D.

Identification of Common Content in Courses Offered by Various Vocational Services at the Secondary Level. Final Report.

North Dakota State Univ., Fargo. Coll. of Home Economics.

Spons Agency—North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.

Pub Date Jun 72

Note—38p.

Available from—North Dakota Research Coordinating Unit, State Board for Vocational Education, State Office Building, 900 East Boulevard, Bismarck, North Dakota 58501 (no price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Content, Curriculum Development, Educational Programs, Educational Research, Employment Qualifications, *Fundamental Concepts, Job Application, *Job Skills, Occupational Information, Program Improvement, *Secondary Education, Student Attitudes, *Vocational Education, Work Attitudes

Identifiers—*North Dakota

To identify the concepts and instruction that are common in secondary vocational courses, a questionnaire was developed which consisted of 91 concepts/ideas grouped into these categories: (1) elements of educational programs, (2) the worker: benefits and obligations, (3) the worker as a person, family member, and consumer, (4) getting a job, (5) job information, (6) understanding economic principles and concepts, (7) safety practices, and (8) grooming/physical fitness. The questionnaire was mailed to a panel of experts consisting of 100 North Dakota secondary vocational teachers, teacher educators, and field practitioners who were asked to respond to the importance of the items in their vocational fields. Responses from each of the 100 panel members were rank-ordered by project personnel into those items considered most essential, useful, and least essential. The highest ranked items related to personal characteristics of the worker and dealt with attitudes of the worker rather than job skills. Items viewed as useful pertained to the economic system, worker's benefits, and types of business. The commonalities identified could serve as a basis for curriculum development or for a prevocational course. A booklet of suggestions for teachers, based on this study, is available as VT 019 908 in this issue. (SB)

ED 075 623 VT 019 910

McKnight, A. James Hundt, Alan G.

Driver Education Task Analysis. Volume IV: The Development of Instructional Objectives. Final Report.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D.C.

Report No.—DOT-HS-800-370; HUMRRO-IR-DI-71-1

Pub Date Mar 71

Note—70p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ability Identification, Achievement Tests, *Behavioral Objectives, Behavior Standards, Curriculum Development, *Driver Education, *Evaluation Techniques, Instrumentation, Performance Criteria, *Skill Analysis, Student Evaluation, *Task Analysis, Task Performance

This report is the fourth in a series of four reports dealing with the development of performance-oriented driver education objectives through an analysis of the driver's tasks. Described in this volume are the methods used to develop a set of instructional objectives for driver education courses and an evaluation instrument for evaluating attainment of these objectives. Both the objectives and evaluation instrument were based upon the results of a driving task analysis conducted in an earlier phase of the effort and described in Volume I, available as VT 018 252, and Volume II, available as VT 019 911 in this issue. Those driving behaviors considered critical enough to be required of all drivers were organized into a set of performance objectives and accompanying performance standards. In addition, a set of enabling objectives, describing the skills and knowledges required in carrying out the performance objectives, was prepared. The evaluation instrument was composed of: (1) an off-road test to measure basic skills involved in controlling vehicle motion, (2) a checklist of student responses to a series of planned and unplanned driving situations, and (3) a knowledge test composed of 105 information items drawn from the enabling objectives. Volume III, which contains the performance and enabling objectives and the evaluation instrument is available as ED 072 249. (Author/SB)

ED 075 624 VT 019 911

McKnight, A. James Adams, Bert B.

Driver Education Task Analysis, Volume II: Task Analysis Methods. Final Report.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D.C.

Report No.—DOT-HS-800-368; HumRRO-IR-D1-70-1

Pub Date Nov 70

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ability Identification, Achievement Tests, *Behavioral Objectives, *Behavior Standards, Curriculum Development, *Driver Education, Evaluation Techniques, Instrumentation, Performance Criteria, *Skill Analysis, Student Evaluation, *Task Analysis, Task Performance

This report is the second in a series of four reports dealing with the development of performance-oriented driver education objectives and a set of measuring devices for evaluating attainment of the objectives. Included are descriptions of the analysis of driver's tasks and the evaluation of behavior criticality. During the analysis process, the total highway transportation system was examined, and over 1,000 behaviorally-relevant system characteristics were identified. These system characteristics were examined to identify the specific behaviors required of the driver, and the resulting behaviors were organized into a task structure, which included the specific driver response and any associated cue. A group of authorities in the area of traffic safety then conducted a criticality evaluation of the behaviors by ranking them according to whether or not they were essential for all new drivers. The results of the task analysis and the criticality evaluation appear in Volume I, which is available as VT 018 252 in this issue. Volume III, which contains the objectives and the evaluation instrument, is available as ED 072 249, while Volume IV, which describes the procedures used to develop the objectives and evaluation instrument, is available as VT 019 910 in this issue. (SB)

ED 075 625 VT 019 932

Maloney, W. Paul Hefzallah, Ibrahim M.

Career Education: The Student in Focus.

Fairfield Univ., Conn. Graduate School of Education.

Pub Date [72]

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Choice, *Career Education, Career Planning, Decision Making, *Educational Change, Educational Needs, *Educa-

tional Objectives, Individual Differences, *Self Concept, Student Development, *Student Needs, Vocational Development

Career education is a new approach that should be designed to develop a clear perspective of the students self and his role for a productive and satisfying life. Therefore, the initial and continuing priority in career education should focus on the student. It also necessitates career preparation for all students. The emphasis, however, should be shifted from job training to student self-awareness, and career choice is a by-product of self-awareness. In restructuring education to develop student self-awareness, five objectives have been identified and include: (1) recognition and articulation of individual differences and similarities, (2) recognition of changes in self and society, (3) decision-making based on critical thinking, (4) thrust for continued learning, and (5) constructive and satisfying use of leisure time. Concomitant with these objectives are the recognition of readiness, maturation, interest, and student participation in pre- and post-planning. Therefore, there must be transfer of potential achievement of these objectives to subsequent developmental stages to ensure the continued achievement of self-awareness throughout life. (Author/SB)

ED 075 626 VT 019 934

Strengthening Manpower Programs for Spanish-Speaking Americans. Report of the Department of Labor Study Group on Manpower Needs of Spanish-Speaking Americans.

Thompson, Lewin, and Associates, Inc., Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 10 Nov 71

Note—146p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Disadvantaged Groups, Employment Opportunities, Employment Programs, *Job Training, Labor Education, Manpower Development, *Manpower Needs, *Spanish Americans, Surveys, Use Studies, *Work Experience Programs

This report summarizes the findings and recommendations of a study conducted cooperatively by a management consulting firm and a team of Spanish-speaking manpower specialists. Basic issues explored were: (1) What are the manpower needs of Spanish-speaking Americans, (2) How are manpower programs meeting the needs at present, and (3) What action can be taken by the Department of Labor, in cooperation with other Federal agencies, to strengthen the delivery of manpower services. Findings revealed that: (1) The proportion of Spanish-speaking enrollees in manpower programs is lower than that for other disadvantaged groups, (2) The manpower programs with the lowest rates of Spanish-speaking participation are the major manpower activities in terms of monetary allocations, number of trainees, and job skills training, (3) Results of participation are poor in terms of completion of training, earnings, job retention, and upgrading, (4) Monolinguals and other severely educationally disadvantaged are generally screened out, (5) Programs are not tailored to unique language and cultural needs, (6) Neither manpower programs nor employment centers have given priority to Spanish-speaking people as they have done to other minorities, and (7) Involvement of Spanish-speaking persons in the planning and administration of programs has been minimal. (SN)

ED 075 627 VT 019 937

Hoyt, Kenneth B.

Questions for Resolution in Career Education.

Chamber of Commerce of the United States, Washington, D.C.

Pub Date 73

Note—14p.; Presentation at the National Conference on Career Education (Washington, D.C., February 28-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Education, Educational Philosophy, *Educational Resources, Employment Opportunities, Field Trips, *Instructional Staff, Job Placement, Job Skills, Questioning Techniques, *School Industry Relationship, Speeches, Work Experience

This publication contains assumptions, problems, and statement of the basic idea for 10 questions relating to career education. The questions concern the desirability, probability,

and limitations of concepts dealing with: (1) exchange programs between business-industry-labor personnel and school personnel, (2) student field trips, (3) work experience, (4) school-industry job placement programs, (5) occupational resource persons from the business-industry-labor community, (6) year-round school in session for 16 hours a day, six days a week, and staffed partly by business-labor-industrial personnel, (7) using retired workers as resource persons, (8) work should become more personally satisfying, and (9) every student should leave school equipped with a marketable job skill and if he desires, be able to find work. (SB)

ED 075 628

VT 019 938

Maunder, Addison, H.

Agricultural Extension. A Reference Manual.

United Nations Food and Agriculture Organization, Rome (Italy).

Pub Date 72

Note—374p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Agricultural Education, Agricultural Production, Developing Nations, Educational Administration, Extension Agents, *Extension Education, Home Economics Education, International Programs, Program Development, Rural Development, *Rural Extension, *Rural Youth, Teaching Methods

The basic philosophy of agricultural extension was established in the more highly developed countries over the past century. Newly formed nations, the rural population of which formerly maintained a subsistence agriculture with limited industry, found it essential to establish a better-balanced economy. This led to a variety of rural services and institutions, including agricultural extension service. Although the basic principles have evolved mostly in the more advanced countries, much of the material included in this publication was prepared by experts working in the developing countries and found to be effective there. Contents include sections on the meaning of extension, extension programs, extension teaching, extension administration and operation, international cooperation and relations, and a bibliography. The primary audience to which this publication is directed is the professional field extension worker and supporting staff of specialists and administrators responsible for the effective operation of extension work in each country. Personnel in departments of extension education may also find it of value in the preservice training of future extension workers. In addition, government officials responsible for national economic and social policy may obtain a clearer understanding of the role of agricultural extension in national development. (MF)

ED 075 629

VT 019 945

Applegate, Ronald And Others

Office of Education Instructional Codes, Titles and

Definitions for Use in Distributive Education.

Delaware State Coll., Dover. Dept. of Education.

Pub Date 72

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Codification, *Definitions, *Distributive Education, *Instructional Programs, Standards

Identifiers—*Office of Education

This publication presents a code system developed by an ad hoc committee appointed by the United States Office of Education to be used for distributive education instructional programs. The code system is intended to assist in standardizing reporting by local and state educational agencies, thus providing better data for planning and implementing distributive education programs. Definitions of the programs with the codes assigned are included. (MF)

ED 075 630

VT 019 946

Petersen, Delbert Lynn

A Comparison of Perceptions Held by Principals, Counselors and Apprentices in Selected Psychological, Educational and Socio-Economic Areas.

Pub Date 73

Note—150p.; Ed.D. Dissertation, University of Northern Colorado

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Academic Ability, Apprenticeships, Business Education, Comparative Analysis, Doctoral Theses, Educational Background, Educational Research, Industrial Arts, *Perception, *Principals, Psychological Characteristics, *Secondary School Counselors, Socioeconomic Influences, *Trainees

To compare secondary school principals' and counselors' perceptions of apprentices with apprentices' perceptions of themselves in selected psychological, educational, and socioeconomic areas, questionnaires were sent to 192 principals and counselors in 50 Colorado high schools and to 200 apprentices in the Denver area during their related training classes. The findings support critics of education who report that educators (i.e., principals and counselors), have inaccurate perceptions of students who enter skill levels of employment. The educators reported similar perceptions about apprentices in 19 of the 20 selected factors, but the educators reported significantly different perceptions about apprentices than apprentices reported about themselves in 17 of the 20 selected factors. The findings indicated that educators perceive apprentices as having about the same or less ability than typical college students in selected psychological areas, while apprentices perceive their ability as being about the same or higher. In addition the educators did not perceive the same areas of socioeconomic influence and importance indicated by apprentices. Educators and apprentices did agree on one factor; they all perceived industrial arts and business education as being the most valuable practical high school areas to apprentices. (Author/SB)

ED 075 631 VT 019 947

Hart, Annie L. And Others

Day Care Facts.

Employment Standards Administration (DOL), Washington, D.C. Women's Bureau.

Report No.—Pam-16-Rv

Pub Date 73

Note—20p.; Revised

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Care, *Day Care Programs, Day Care Services, Federal Aid, Federal Programs, *Program Descriptions, *Working Women

The need for child care will continue to increase in the decade ahead because of: (1) a growing number of children aged five and younger, (2) the accelerating trend in employment of mothers, (3) increased emphasis on providing child care services for welfare mothers who desire to work, and (4) widespread awareness that a child's early years are of crucial importance to his or her future. This booklet has been updated to highlight the need for day care services and to describe the major efforts being made to provide these services. Included are efforts by all levels of government, unions and employee organizations, educational institutions, business and industries, hospitals, and other public and private programs. An earlier edition of this booklet is available as ED 050 245. (SB)

ED 075 632 VT 019 948

Gillaspay, Roy Eugene

Effectiveness of Existing Eye Safety Legislation in Arizona.

Pub Date Jan 73

Note—85p.; Ed.D. Dissertation, Arizona State Univ.

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 73-12,084 MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Accident Prevention, Doctoral Theses, *Eyes, High Schools, *Industrial Arts Teachers, Industrial Education, *Laboratory Safety, Law Enforcement, *Safety Equipment, School Safety, State Legislation, *Teacher Responsibility

Identifiers—*Arizona

This study was designed to ascertain the current practices of eye safety in Arizona high school industrial education laboratories, including the enforcement of eye safety legislation, use of eye protection devices, how the eye meets the American National Standards Institute specifications, and the teachers' interpretations of the existing eye legislation. The Arizona eye safety law does not ensure protection in school laboratories and the Arizona Department of Education rules and regulations concerning eye safety, while

giving detailed guidelines for schools in meeting the requirements of the law, do not provide a prescribed method of enforcing the law. Industrial educators are aware of the hazards inherent in industrial education laboratories and accept the legal and moral responsibility because of the educational value of student involvement. Data were collected through personal interviews with industrial education teachers in 51 percent of the high schools in Arizona, with varying interpretations of the eye safety legislation being recorded. On the basis of the detailed findings of the study, recommendations made included the rewriting of the eye safety law so that there could be only one interpretation of its content and provisions for enforcement of the law. (MF)

ED 075 633 VT 019 949

Thomas, Paul Smith, W. O.

A Project to Demonstrate Making Vocational Education More Accessible to Persons in Rural Minnesota Through Cooperative Vocational Centers. Final Report.

Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No.—0-361-0105

Pub Date Dec 71

Contract—OEC-0-71-0653(361)

Note—143p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Vocational Education, *Area Vocational Schools, Cooperative Education, *Developmental Programs, Inplant Programs, Job Placement, Occupational Guidance, Program Evaluation, *Rural Schools, Secondary Grades, *Vocational Education

Identifiers—*Minnesota

This document describes an exemplary project from October 1, 1970 through September 30, 1971 to expand vocational education to the youth and adults in rural Minnesota through the operation of vocational centers designed to serve all secondary schools in Roseau County and in South Central Minnesota. This was viewed as one project although conducted at two different sites. The centers provided vocational courses not available in the county schools to secondary students and also offered vocational courses and inplant training for community adults. In addition, the centers sponsored a variety of other educational opportunities and vocational guidance efforts for both the students and the adults of the community. Despite problems of bussing, scheduling, and administrative cooperation, the evaluation indicated that most of the objectives of the project were accomplished. Success of the centers was credited to support from community, business, and educational agencies and to the centers' good public relations program. Recommendations for continuation and expansion of the centers and for the establishment of future centers are included. (MF)

ED 075 634 VT 019 950

Gould, R. Bruce

Reported Job Interest and Perceived Utilization of Talents and Training by Airmen in 97 Career Ladders.

Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Report No.—AFHRL-TR-72-7

Pub Date Jan 72

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Choice, Career Ladders, *Employee Attitudes, Job Analysis, *Job Satisfaction, *Manpower Utilization, *Military Personnel, Occupational Surveys, Statistical Data, Task Performance, Vocational Interests

Identifiers—Air Force

As part of the United States Air Force Occupational Survey Program, this report summarizes the results of a study conducted to determine the dimensions of job satisfaction within and between career ladders as perceived by airmen. Surveyed on 97 career ladders were some 100,000 respondents. Findings include: (1) Most of the airmen surveyed found their jobs interesting and felt that their talents were being well utilized, (2) Extensive job satisfaction differences existed between career ladders and among individuals within ladders, and (3) Ladder by ladder studies are required in order to identify factors causing the differences and to evaluate the impact which

work performed had on career decisions. (Author/SN)

ED 075 635 VT 019 951

Sellers, Walter E., Jr.

Direct and Contract Hiring of Seasonal Farm Labor.

Economic Research Service (DOA), Washington, D.C. Farm Production Economics Research Div.

Report No.—ERS-Bull-478

Pub Date Feb 72

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agricultural Laborers, Economic Research, Farmers, *Farm Labor, *Farm Labor Supply, *Labor Problems, Occupational Surveys, *Seasonal Laborers, Statistical Data, Unskilled Workers

Identifiers—*Contract Hiring

Obtaining a sufficient supply of labor when it is needed is a problem faced by most farmers annually because of the very seasonal nature of farming. Even with mechanization and family labor, most farmers need to hire some help. This report summarizes the results of a survey conducted in 1966 to determine: (1) methods used to obtain seasonal workers, (2) the number of seasonal workers hired per farm, and (3) variances in hours of labor based on farm type and production region. Findings include: (1) More tobacco and "other field crop" farmers hired seasonal workers on a direct basis than any other farmers, (2) As many as 84 percent of the fruit farms and nearly two-thirds of the vegetable farms used seasonal workers, although less than 40 percent contracted to obtain them, (3) Cash grain and livestock farmers were least likely to use seasonal workers, but when they did, they often used contract labor, (4) Most farmers in the three southern regions preferred the direct-hire method over contracting, whereas in the midcontinent, contracting was often used, and (5) Hiring practices and hours of seasonal labor varied by size of farm. (Author/SN)

ED 075 636 VT 019 952

Nee, John G.

The Identification and Comparison of the Tasks for the Occupational Role of Industrial Production Technologist.

Lincoln Land Community Coll., Springfield, Ill.

Pub Date Feb 73

Note—26p.; Presented at the Annual Meeting of the American Educational Research Association (New Orleans, La., February 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Colleges, Curriculum Development, *Engineering Technicians, Industrial Education, *Industrial Technology, *Job Analysis, Job Skills, Occupational Information, *Production Technicians, *Task Analysis

This paper describes a project designed to: (1) develop a model for determining occupational activity components to be used in any vocational-technical program, (2) produce a list of occupational activity components (tasks) for the occupational roles identified, (3) determine scores, ranks and percentages for each component from each occupational group per selected industry, (4) determine the percentage of time devoted to each component, (5) statistically determine the degree of likeness between occupational groups, and (6) prepare a report of the findings for use in curriculum development for a 2-year Industrial Projection Technology program at the community college level. The thesis advanced during the project was that there is a common core of skills among successful industrial production technologists and that this core should serve as the basis for any proposed program of studies for Industrial Production Technology. The instrument used in accumulating information for the project included a list of 100 components to denote the job requirements for a given industrial job description administered to different employee groups participating in the project. Results in graphs and tables are presented with implications for curriculum development. (MF)

ED 075 637 VT 019 953

Resources for Career Development.

Indiana Univ., South Bend. Indiana Career Resource Center.

Pub Date [72]

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Career Education, Educational Equipment, *Educational Resources, Elementary Grades, Middle Schools, Post Secondary Education, Reference Materials, *Resource Materials, Secondary Grades, *Vocational Development

Intended to provide educators, research workers, and others interested in career education with a catalog of ideas useful in promoting career development, this bibliography identifies approximately 500 publications, reports, audio, video, and manipulative materials available for purchase from commercial suppliers or short-term loan from the Indiana Career Resource Center. Each section is color coded and contains resources appropriate to users at the (1) elementary, (2) middle and secondary, and (3) post-secondary levels. Entries are arranged alphabetically by title or author in categories depicting the type (e.g., printed information, films) of resource and include publication information and a short descriptive statement which lists the nature, suggested use, price, source of entry, and whether or not the material is available in a series. Preceding each color-coded section is a divider paper which contains page-oriented content-at-a-glance charts to assist in location of a resource. In addition to the annotated sections, another section lists technical equipment available from the Center, and a final section lists professional references and test instruments. An introductory section describes the services of the Center. (SB)

ED 075 638 VT 019 954

Rodriguez, Emily Schenkman, Jerome G.

Fulfilling the Potential of NYC-2: Using Government Agencies for Training the Disadvantaged for Employment in Public and Private Sectors: II. The Consortium Model.

Mobilization for Youth, Inc., New York, N.Y. Experimental Manpower Lab.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-36-71-07-9

Pub Date Nov 72

Note—31p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 213 896, MF \$95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Consortia, *Disadvantaged Youth, Employment Programs, Females, Government Employees, *Job Placement, *Job Training, Manpower Development, *Models, *Pilot Projects

Identifiers—*Federal Agencies, New York City

To develop and operationalize a model job training-employment program which utilizes the Federal Civil Service system to provide job training and subsequent employment for hard-core youth, a 26-week pilot program was conducted for 18 female trainees. The training program consisted of a 2-week orientation followed by a 3-month classroom training phase and a 3-month on-the-job training phase. All training during the orientation and classroom training phase was conducted by a specially trained Neighborhood Youth Corps teacher-counselor, while the on-the-job training occurred at work sites provided by a consortium of Federal agencies. The pilot of this job-training-employment program model using a consortium did not show significant success in maximizing job placement, as only seven of the 18 trainees (39 percent) were actually employed, and of these only four were employed by Federal agencies in the consortium. It was felt that the lack of significant success in job placement was due to the Federal job freeze, the business recession, and poor screening and selection. (Author/SB)

ED 075 639 VT 019 957

K-14 Career Education Multi-Media Catalogue.

Lakeshore Technical Inst., Sheboygan, Wis.; Sheboygan Public Schools, Wis.

Pub Date [72]

Note—129p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Audiovisual Aids, *Career Education, Career Planning, *Catalogs, Elementary Grades, *Instructional Aids, Instructional Materials, Occupational Information, Post Secondary Education, Resource Guides, *Resource Materials, Secondary Grades

The outgrowth of a project effort to foster in youth an awareness of the world of work, this

catalog contains descriptive annotations and price lists for filmstrips, records, cassettes, microfiche, transparencies, 16 mm films, books, magazines, slides, video tapes, self-instructional devices, and prints. Presented in coded form for easy accessibility, the materials were designed to be used on the elementary, junior high, senior high, and post-secondary level. (SN)

ED 075 640 VT 019 958

Roles and Resources of Federal Agencies in Support of Comprehensive Emergency Medical Services.

Health Services and Mental Health Administration (DHEW), Rockville, Md. Div. of Emergency Health Services; National Academy of Sciences - National Research Council, Washington, D.C. Div. of Medical Sciences.

Report No.—DHEW-HSM-73-13

Pub Date Mar 72

Note—61p.

Available from—U. S. Department of Health, Education, and Welfare, P. O. Box 911, Rockville, Maryland 20852 (Single copy free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agency Role, Developmental Programs, *Emergency Programs, *Emergency Squad Personnel, *Federal Programs, Health Facilities, Interagency Coordination, Interagency Planning, Medical Consultants, *Medical Services, Pilot Projects

Identifiers—*Comprehensive Emergency Medical Services

Divided into two major parts, this report summarizes the findings, recommendations, and conclusions of the National Academy of Sciences and National Research Council's analysis of the current function and potential capacity of congressionally appointed federal agencies relative to providing emergency medical care services. More specifically, the study was concerned with: (1) establishing a national focal point for Emergency Medical Services (EMS), (2) providing technical consultation and guidance to states, communities, citizens, and organization, (3) establishing an information center, (4) coordinating inter-department and inter-agency EMS activities, (5) establishing an EMS data system, and (6) developing five total emergency medical systems as demonstration projects. The demonstration sites selected were: (1) Arkansas, (2) a 3-county area of Southern California, (3) a 7-county area of Northeastern Florida, (4) State of Illinois, and (5) a 7-county area of Southern Ohio. Contents of the report include: (1) introduction and recommendations on initiative by the Executive Office of the President and the Department of Health, Education, and Welfare, and (2) implementation of emergency service programs. (SN)

ED 075 641 VT 019 959

Career Motivation: Curriculum Guide for Grades K-6. Ohio's Career Continuum.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date 72

Note—348p.; From a project contracted with The Ohio State University

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Activity Units, *Behavioral Objectives, *Career Education, Career Opportunities, *Curriculum Guides, *Elementary Grades, Individual Development, Lesson Plans, Motivation Techniques, State Programs, Student Motivation, Vocational Development

Identifiers—Career Motivation, *Ohio

This curriculum guide is for the first phase of Ohio's Career Development Program, the Career Motivation Program for Grades K-6. Intended for use by elementary school teachers in the classroom, the guide is divided into three major parts: Grades K-2, Grades 3-4, and Grades 5-6. Each unit contains developmental objectives, behavioral objectives, activities, and sample lesson. Developmental objectives have been written for the seven broad areas of career development: individual and environment, world of work, self, economics, education and training, employability and work adjustment, and vocational decision-making. The last three areas are for Grades 5-6. Behavioral objectives are written in three main areas to form taxonomies of behavior: cognitive domain, affective domain, and psychomotor domain. Activity levels (experiencing, simulation, vicarious) are integrated into the curriculum in stages. The final outcome of career development activities should be the integration of career edu-

cation into the total curriculum of the school. Sample lessons drawn from those found successful in elementary school classrooms are suggested for each developmental objective unit. (MF)

ED 075 642 VT 019 960

Quigley, Stephen P., Ed.

The Vocational Rehabilitation of Deaf People.

Illinois Univ., Urbana. Inst. of Research for Exceptional Children; Social and Rehabilitation Service (DHEW), Washington, D.C. Rehabilitation Services Administration.

Report No.—SRS-72-25037

Pub Date [72]

Note—140p.; Re-issue of presentations made at a Workshop on Rehabilitation Casework Standards for the Deaf (St. Louis, Missouri, May 23-27, 1966)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Caseworker Approach, Counseling Services, *Deaf, Professional Associations, *Rehabilitation Counseling, Standards, *Vocational Counseling, *Vocational Rehabilitation, Workshops

The purpose of the workshop on rehabilitation casework standards for the deaf was to provide an opportunity for specialized counselors to discuss common problems and possible solutions. A major outcome of the workshop was the establishment of a professional association, Professional Rehabilitation Workers with the Adult Deaf. The workshop was organized around six topics: (1) case finding and referral, (2) preliminary case survey, (3) case study, (4) vocational rehabilitation diagnosis, (5) planning goals and services, training and higher education, and (6) provision of services and counseling. Papers presented on each of these topics, with commentaries and discussion summaries, are included in the report. Most of the workshop participants were rehabilitation counselors who specialized in work with deaf clients, and most of the State vocational rehabilitation agencies were represented. Appended are the bylaws of the professional association, counselor training programs, and a listing of workshop participants. The document is a reissue of the original report, as it continues to be in heavy demand as the main basic guide for effective vocational rehabilitation services to one of the most severely handicapped groups. The latest bylaws were substituted for the original and the demographic statistics brought up-to-date. (MF)

ED 075 643 VT 019 962

Draper, A. M. Leslie

Alternate Jobs for Aerospace Workers. Examples of Civil Service Employment Opportunities.

California Occupational Analysis Field Center, Los Angeles.

Pub Date Oct 71

Note—90p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aerospace Industry, *Employment Opportunities, Employment Qualifications, Engineers, Government (Administrative Body), *Government Employees, Occupational Information, *Professional Personnel, Scientists, *Unemployed

Based on a survey of the characteristics of unemployed aerospace workers, this is the first of two reports developed to suggest alternate job opportunities in government agencies for unemployed aerospace engineers and scientists. Included in the brief summaries of 70 government job titles are general, basic qualifications and the government agency where the jobs are located. The information in the job summaries was taken from county, state, and Federal Government personnel and civil service documents, recruiting literature, examination announcements, and job specifications. A report containing summaries of job opportunities in private industry is available as VT 019 964 in this issue. (SB)

ED 075 644 VT 019 963

Chirikos, Thomas N.

Allied Health Manpower in Ohio: Employment Trends and Prospects.

Ohio State Advisory Council for Vocational Education, Columbus; Ohio State Univ., Columbus. Center for Human Resource Research.

Pub Date 72

Note—93p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Policy, Educational Programs, Employment Projections, *Employment Trends, Health Occupations Education,

*Health Personnel, *Manpower Needs, Manpower Utilization, *Occupational Surveys, Paramedical Occupations, Post Secondary Education, Secondary Education
Identifiers—*Ohio

To analyze the directions of change in health-related employment in Ohio over the next decade in order to provide limited guidelines for the development of education and training programs in the allied health field, an examination was made of health manpower data derived from the 1950-1970 U.S. Censuses. The examination revealed that the health manpower stock has grown at a very rapid rate over the past 20 years and is projected to increase at an even faster pace over the coming decade. The growth in health-related employment has occurred in those job functions generally requiring less education and training than those occupations traditionally identified with the health care field, e.g., the physician. These allied health manpower functions have been expanding at three to four times the annual rate of growth of highly-trained core practitioners. Several educational policy implications resulting from this and other trends include: (1) Educational resources must expand to operate the training system needed to meet the demand for trained manpower, (2) Greater attention must be accorded health-related education, which implies a shift away from university-level programs to secondary and junior college programs, and (3) There will be increasing need for coordinating the entire health training system. (Author/SB)

ED 075 645 VT 019 964

Draper, A. M. Leslie

Alternate Jobs for Aerospace Workers. Examples of Employment Opportunities in Private Industry.

California Occupational Analysis Field Center, Los Angeles.

Pub Date Mar 72

Note—87p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aerospace Industry, *Employment Opportunities, Employment Qualifications, Engineers, *Industry, Occupational Information, *Professional Personnel, Scientists, *Unemployed

Based on a survey of the characteristics of unemployed aerospace workers, this is the second of two reports developed to suggest alternate job opportunities in private industry for unemployed aerospace engineers and scientists. Included in the brief summaries of 70 jobs found in private industry are general, basic requirements and kinds of industries where the jobs are located. The information in the job summaries was secured from the "Dictionary of Occupational Titles" and from company records. A report containing summaries of job opportunities in the government is available as VT 019 962 in this issue. (SB)

ED 075 646 VT 020 000

Bettis, Glenn Earl

A Follow-Up Study of Ph.D. Graduates from The Ohio State University with a Major in Industrial Technology Education.

Pub Date 73

Note—224p.; Ph.D. Dissertation, Ohio State University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—College Choice, *Doctoral Degrees, *Doctoral Programs, Doctoral Theses, Educational Finance, Educational Research, Employment Experience, Financial Support, Followup Studies, *Graduate Surveys, Industrial Arts, *Industrial Technology, Professional Education, *Program Evaluation, Program Improvement, Questionnaires, Teaching Experience

This followup study of graduates who received a doctorate with a major in industrial technology education from The Ohio State University through the 1971 calendar year was conducted to: (1) determine the graduates' professional experiences since graduation, (2) obtain their evaluation of and suggestions for improving the program, (3) determine the services the University should provide after graduation, and (4) derive implications for program revision. Data were gathered by means of a mailed questionnaire

received from 88.9 percent of the 90 living graduates. Among the major findings were: (1) Before or during the time graduates were pursuing the doctorate, 8.8 percent had experience in elementary school teaching, 75 percent had secondary teaching experience, and 71.3 percent had college teaching experience, (2) The greatest reason for selecting The Ohio State University for graduate study was available financial assistance, (3) The aspect of the doctoral program that contributed most to the graduates' professional development was course work, and (4) Graduate research associateships contributed more to the graduates' professional development than did graduate teaching assistantships. A sample copy of the questionnaire is appended. (Author/SB)

ED 075 647 VT 020 008

Establishment of a Comprehensive Data System for Occupational Training in Kentucky—Phase I, Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Economic Development Administration (DOC), Washington, D.C.

Pub Date Dec 72

Note—105p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Advisory Committees, Data Analysis, *Data Collection, Dropout Attitudes, Employer Attitudes, Employment Projections, Graduate Surveys, Information Dissemination, *Management Information Systems, *Manpower Needs, *Relevance (Education), State Departments of Education, Student Attitudes, *Vocational Education

Identifiers—*Kentucky

This document reports on the first of a 3-phase plan to adapt and install a state vocational-technical education comprehensive data system for occupational training in Kentucky. The objective of the system described is to provide more comprehensive analysis of data essential to education decision-makers. Primary users of the system are expected to be state directors of vocational education and their staffs. Data collection and analysis elements were integrated to provide two subsystems with the functions of evaluation and planning. Analyses desired included manpower requirements, program effectiveness, cost analyses, student characteristics and program preferences, and post-schooling mobility patterns. Employer questionnaires provided employment forecasting. Follow-up questionnaires from high school students, dropouts, and graduates described their vocational experiences in relation to their schooling. It was found that working on a job was the most important post-school experience and that a desire for additional training in various occupations was expressed by all respondents. Detailed analyses of the data collected are presented, with the instruments used and the procedures developed for conducting regular and systematic follow-ups. No effort was made to evaluate vocational programs, which should be done only when appropriate criteria are available. (MF)

ED 075 648 VT 020 009

Introducing the Small Business Management Course.

Saskatchewan NewStart, Inc., Prince Albert.; Training Research and Development Station, Prince Albert (Saskatchewan).

Pub Date 73

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *American Indians, *Business, Business Administration, Business Skills, Course Descriptions, Educational Programs, *Management, *Management Education, *Manpower Development, Program Costs, Program Guides

Identifiers—Canada

Canadian Indians face the threat of a loss of their once rich resources of fish, fur, and game as undeveloped lands are filling with tourists and new populations. Public awareness of this social problem has produced governmental loans and grants for business undertaking which require some training of recipients to make productive use of the available financial aid. Designed to assist people of Indian ancestry who are interested in preparing for jobs as owner-managers of their own businesses or for management positions with businesses owned by their band councils, cooperative and others, this brochure con-

tains the rationale, content and instructional methodology utilized in a management course for small businessmen which was developed by the Training Research and Development Station. Subject areas covered include: (1) management process, (2) marketing, (3) finance, accounting and bookkeeping, (4) personnel management, (5) business law, (6) personal finance, (7) business communication, (8) production management, and (9) office procedures. (Author/SN)

ED 075 649 VT 020 010

Adult Distributive Education.

American Vocational Association, Washington, D.C.

Pub Date Jul 72

Note—46p.

Available from—Publication Sales, American Vocational Association, 1510 H Street, N.W., Washington, D.C. 20005 (Order No. 50372, Single copies \$1.30, quantity discounts)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Advisory Committees, Cooperative Education, *Distributive Education, Educational Facilities, Educational Finance, Educational Needs, Educational Objectives, Evaluation Techniques, Instructional Materials, Instructional Staff, *Out of School Youth, Program Development, *Program Evaluation, *Program Planning, Publicize, Teaching Techniques

Identifiers—*Program Implementation

Adult distributive education is designed to prepare out-of-school youth and adults to enter, progress, or improve their competencies in marketing and distributive occupations. Gainful employment increased job efficiency, eventual promotion, and better understanding of the economic activity in a selected field are the immediate outcomes of the adult program. Prepared by a committee of educators, this booklet discusses the goals of an adult distributive education program and provides suggestions for: (1) program planning and development, including assessing the need for a program, role of advisory committees, staffing patterns, and sources of financial support, and (2) program implementation and evaluation, including promotional activities, scheduling, instructional facilities, teaching techniques and materials, and evaluation techniques. Sample promotional devices and a student evaluation form are appended. (SB)

ED 075 650 VT 020 011

The Role of Industrial Arts in Career Education.

American Vocational Association, Washington, D.C.

Pub Date [72]

Note—17p.

Available from—Publication Sales, American Vocational Association, 1510 H Street, N.W., Washington, D.C. (Order No. 52372, single copies \$.75, quantity discounts)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Articulation (Program), *Career Education, Educational Objectives, *Industrial Arts, Industry, *Integrated Curriculum, *Occupational Information, Technology

Experiences relating to industry and opportunities to understand contemporary society are a necessary part of the total development and learning common to all students at all educational levels; hence, career education must be a part of the total school curriculum. The industrial arts program plays a major role in helping students achieve the goals of career education by furnishing opportunities for exploring all facets of industry and their interrelationships. Since occupational information is best assimilated and most meaningful when it is an integral part of the total instructional program, industrial arts at each instructional level must offer content and organization that is articulated consistently with other educational levels and other parts of the total curriculum. Variety in available tools, materials, processes, and products is also an important characteristic of the industrial arts program. Suggested guidelines for selecting topics that can be integrated into the classroom and a student occupational preparation checklist are appended. (Author/SB)

ED 075 651 VT 020 012

The Role of Postsecondary Occupational Education.

American Vocational Association, Washington, D.C.

Pub Date Sep 72

Note—24p.

Available from—Publication Sales, American Vocational Association, 1510 H Street, N.W., Washington, D.C. 20005 (Order No. 51372, single copy \$1.75, quantity discounts)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Colleges, Educational Improvement, Educational Needs, *Educational Programs, Employment Opportunities, Improvement Programs, Job Training, Junior Colleges, *Post Secondary Education, Program Development, *Skilled Occupations, Technical Education, *Technological Advancement, *Vocational Education

Identifiers—Program Implementation

Post-secondary occupational education was created to meet the developing needs for a new class of worker—the technician, the technologist, the semi-professional working as an assistant to professionals. This publication deals with the importance of post-secondary programs in meeting the manpower demands created by technological advancement. Among the topics discussed are: (1) the need for post-secondary institutions to meet the needs of the people and communities who will use the institutions and to keep pace with rapid changes taking place in regard to the needs and opportunities associated with occupational preparation, (2) the role of post-secondary education in providing the opportunity to continue training or upgrade skills, (3) aspects to consider in developing and implementing effective post-secondary occupational programs, and (4) the need for a more positive, aggressive, and dynamic attitude and approach to post-secondary occupational education. (SB)

ED 075 652 VT 020 013
Annual Report of the Oklahoma State Advisory Council Vocational-Technical Education (Fourth).

Oklahoma State Advisory Council for Vocational-Technical Education, Oklahoma City.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1 Nov 72

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Vocational Education, *Advisory Committees, Annual Reports, *Area Vocational Schools, Elementary Education, Health Occupations Education, Secondary Education, *State Programs, Vocational Counseling, *Vocational Education

Identifiers—*Oklahoma

The fourth annual report of the Oklahoma Advisory Council for Vocational-Technical Education presents detailed evaluative comments on programs carried out under the Oklahoma State Plan for Vocational Education for the academic year 1971-72. Following last year's recommendations, health occupations programs continued to have first priority. A system of statewide evaluation of vocational programs was being established, predicated on evaluating 20 percent of the programs each year. A successful pilot program was operated in one area of the State to provide career guidance information to students and adults by counselors operating out of mobile units. The report includes a survey of area vocational-technical schools, a follow-up study of 1970 graduates of Tulsa high schools, various statistical data, and detailed conclusions and recommendations for improvements in the programs. (MF)

ED 075 653 VT 020 014

Planek, Thomas W. And Others
An Evaluation of the National Safety Council's Defensive Driving Course in Selected States. Final Report.

National Safety Council, Chicago, Ill.

Report No.—RD-72-1

Pub Date Oct 72

Note—134p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB 213 835, MF \$0.95, HC \$5.45)

Document Not Available from EDRS.

Descriptors—*Accident Prevention, Adult Education, Comparative Analysis, *Course Evaluation, *Driver Education, Graduate Surveys, Program Effectiveness, *Traffic Accidents, *Traffic Safety

Identifiers—*Defensive Driving Courses

More than 8,000 graduates of the National Safety Council's Defensive Driving Course completed surveys describing their accident and

violation histories for the year before they took the course and again for the year following their completion of the course. Comparison group information was obtained for other drivers entering the program later. The course graduates reported significant reductions in accidents and violations in the year following the course, also significantly lower than comparison group rates. Accident profiles after the course remained generally similar to before-course profiles, although there appeared to be a positive connection between course emphasis and the magnitude of reduction for different types of accidents. The 8-hour course was directed primarily to improving driving skills of adult drivers, the survey being made to look at the efficacy of the course. Study data are detailed in narrative and tabular form. (MF)

ED 075 654 VT 020 015
Seldin, Joel R.

The Neighborhood Youth Corps Goes to Fiji: Job Training for Another Society's Disadvantaged Youth. Final Report.

Mobilization for Youth, Inc., New York, N.Y. Experimental Manpower Lab.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-36-71-07-16

Pub Date Nov 72

Note—37p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 213 864, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Consultation Programs, *Developing Nations, *Disadvantaged Youth, Job Training, Manpower Needs, Manpower Utilization, *Occupational Guidance, *Vocational Counseling, Youth Employment

Identifiers—Fiji, *Neighborhood Youth Corps, NYC

The Director of Youth Employment programs at the Experimental Manpower Laboratory spent the 1970-71 program year as consultant to the vocational training program of the Young Women's Christian Association in Fiji. Her work tested the Neighborhood Youth Corps (NYC) model in a different environment. Analysis of the experience validates the need for such a special manpower service as NYC for youth not responsive to conventional education. It also verifies for all manpower programs the validity of relatedness to current labor market conditions. (Author)

ED 075 655 VT 020 016
Neiswender, Lenore

Training Manpower Development Work Supervisors in the Use of Behavior Modification Techniques to Teach Job-Required Skills. Special Report.

Mobilization for Youth, Inc., New York, N.Y. Experimental Manpower Lab.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-36-71-07-12

Pub Date Oct 72

Note—18p.; Paper presented at Meeting of American Psychological Association (Honolulu, Hawaii, September, 1972)

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 213 862, MF \$0.95, See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—*Behavior Change, *Disadvantaged Youth, Industrial Training, Job Skills, *Manpower Development, Program Effectiveness, Program Evaluation, Special Programs, *Supervisory Training, *Training Techniques, Vocational Development

Identifiers—Experimental Manpower Laboratory, MFY EML, Mobilization for Youth

The paper describes a current research project now being conducted by the Experimental Manpower Laboratory at Mobilization for Youth (MFY-EML) in New York City. The overall objective of the MFY-EML is to develop and test new methods of teaching vocational skills to hard-to-employ youth. The MFY-EML is involved in developing a program to teach behavioral principles to trainers. One of the most important reasons for investigating the behavioral approach to training problems is its central reliance on measurable and observable behaviors, rather than on inner emotional factors. The paper describes

and illustrates the scope of the MFY-EML's empirical investigation to find out, aside from hunches or intuition, how effective the behavioral approach really is in its type of training situations. (Author)

ED 075 656 VT 020 017
Feifer, Irwin And Others

Problems in the Application of Behavior Modification Principles for Teaching Job-Required Behaviors to Disadvantaged Manpower Trainees. Special Report.

Mobilization for Youth, Inc., New York, N.Y. Experimental Manpower Lab.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-36-71-07-17

Pub Date Oct 72

Note—17p.; Presented at the Meeting of American Psychological Association (Honolulu, Hawaii, September, 1972)

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 213 865, MF \$0.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Behavior Development, *Disadvantaged Groups, Employment, Job Analysis, *Job Training, *Manpower Development, Manpower Utilization, Orientation, Reinforcement, Special Programs, *Trainees

In its attempts to apply behavior modification principles to teaching job-required behaviors to manpower trainees, the Mobilization for Youth-Experimental Manpower Laboratory (MFY-EML), has mounted a number of reinforcement-based Neighborhood Youth Corps training programs. The nature, magnitude and scheduling of reinforcers, the nature of the behaviors to be taught, and the practical constraints inherent in the natural training setting all posed profound problems to overcome. This "antipaper" is an explication of these types of problems that were encountered in extrapolating reinforcement principles to the manpower training setting. Written for the professional behavioral modifier, an ensuing recommendation is that the academic research laboratory be more responsive to roadblocks encountered in field applications and investigate them systematically so as to facilitate the continual refinement of field practice. (Author)

ED 075 657 VT 020 018
Search and Assessment of Commercial Career Education Materials.

Peat, Marwick, Mitchell and Co., Chicago, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date 72

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstracting, *Career Education, Educational Objectives, *Evaluation, Indexing, *Instructional Materials, *Media Selection, Resource Materials

Identifiers—CCEM, *Comprehensive Career Education Model

This project was designed to secure and screen available education materials appropriate for actualization of Comprehensive Career Education Model-1 (CCEM-1) objectives, and to process, assess, and classify selected potential commercial education materials for incorporation into instructional units and/or supportive educational activities. To achieve the objectives, a 50-member consulting team was assembled from both the educational and business communities, and this team: (1) identified suppliers, (2) secured suppliers participation, (3) identified career educational materials, (4) procured suitable materials, (5) assessed suitable materials, (6) indexed and abstracted the positively assessed material, and (7) delivered the materials and instruments. Of the 580 commercial suppliers contacted, 313 had materials available for procurement and assessment, and 128 of these reported additional materials under development. A total of 2,016 of the 2,344 units received were assessed as applicable to CCEM-1 objectives. Of the assessed materials, 22 percent was applicable to Grades K-6, 27 percent to Grades 7-9, 36 percent to Grades 10-12, and 13 percent to Grades 13-14. These and other findings are discussed, and sample assessment instruments are included. (SB)

ED 075 658 VT 020 019

Broughton, Frank Reinish, Hal
Fulfilling the Potential of NYC-2. The Pre-Program Orientation: Toward Enhancing Success in NYC-2 Job Training. Final Report.

Mobilization for Youth, Inc., New York, N.Y.
Experimental Manpower Lab.

Spons Agency—Manpower Administration
(DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-36-71-07-10

Pub Date Nov 72

Note—40p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 213 897, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Behavior Change, *Disadvantaged Youth, *Dropout Prevention, Employment Potential, Group Discussion, Job Training, *Manpower Utilization, Motivation, *Orientation, Program Effectiveness, *Vocational Development

Identifiers—*Neighborhood Youth Corps, NYC

A Neighborhood Youth Corps trainee orientation program was developed in order to prevent early dropout from training caused by a new trainee's lack of information about job training and its concomitant problems. Orientation sessions used group techniques, role playing, audiovisual aids, and field trips to give the trainee a clearer picture of the problems and alternatives he would face while training and on the job. (Author)

ED 075 659 VT 020 020

Lorber, Fred Feifer, Irvin

Fulfilling the Potential of NYC-2. Linking the Neighborhood Youth Corps and MA-JOBS Program into a Sequential Training-Employment Model.

Mobilization for Youth, Inc., New York, N.Y.
Experimental Manpower Lab.

Spons Agency—Manpower Administration
(DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-36-71-07-15

Pub Date Oct 72

Note—21p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 213 898, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Community Organizations, Cost Effectiveness, *Employment Programs, *Industrial Training, *Manpower Development, *Manpower Utilization, *Models, Program Coordination, Program Planning, Unemployed, Vocational Counseling, Youth

Identifiers—Job Opportunities in the Business Sector, MA JOBS, Manpower Administration, Neighborhood Youth Corps, NYC

Although Neighborhood Youth Corps (NYC) training is conducted either in NYC centers, governmental and non-profit agencies or private industry, there is no commitment for employment after training. The Mobilization for Youth-Experimental Manpower Laboratory (MFY-EML) is exploring the feasibility of linking NYC to other government manpower training programs. Investigations indicate that the NYC program could be a natural complement to the Department of Labor's Manpower Administration Job Opportunities in the Business Sector (MA-JOBS) program, since participating companies make commitments to hire hard-to-employ individuals, and to train them later. A job training employment model is proposed in which the NYC program could be used as an MA-JOBS apprenticeship training ground for a consortium of small employers. (Author)

ED 075 660 VT 020 035

Hartman, Charles H.

Driver Education in the Schools. Automotive Safety Foundation's Monitor.

Automotive Safety Foundation, Washington, D.C.
Pub Date Oct 69

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Accident Prevention, Curriculum Development, *Driver Education, Educational Change, Educational Equipment, Educational Facilities, Educational Finance, Educational Innovation, *Educational Objectives, Educational Problems, Program Evaluation, *Program Improvement, Secondary Grades, Teacher Education, Teacher Selection, *Teaching Techniques

Over the past 30 years, high school driver education has grown from a single-purpose experimental course offered in one public school to a multi-faceted program considered part of the regular curriculum in 14,000 public schools. The driver education curriculum is intended to achieve numerous, sometimes diverse goals. In addition to the obvious short-range goal of a competent motor vehicle operator, another important long-range objective is that of responsible citizenship, both in relation to traffic and in the larger societal setting. The nature of high school driver education has changed over the years, particularly in the laboratory portion of the course, as evidenced by use of simulation and multiple-car method. Financial support of high school driver education has, over the years, shifted from almost exclusive reliance on local tax dollars to some type of special state aid. Whether the future may hold for high school driver education, it is important for educators to work toward instructional improvement through examining issues and problems relating to: (1) legal authority, (2) organization and administration, (3) teacher selection, preparation, and licensure, (4) curriculum and instruction, (5) facilities and equipment, (6) financing, (7) evaluation, research, and development, and (8) public support. (Author/SB)

ED 075 661 VT 020 036

Kaiser, Donald W. And Others

A Junior High School Industrial Technology Demonstration Program The World of Construction, 1969-1970. Final Report.

Pontiac City School District, Mich.

Spons Agency—Michigan State Dept. of Education, Lansing.

Pub Date [70]

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, *Construction (Process), *Curriculum Development, *Demonstration Programs, *Industrial Arts, Industrial Technology, Junior High Schools, Post Testing, Program Costs, *Program Evaluation

Identifiers—*Pontiac School District

During the 1969-1970 school year, the Pontiac School District conducted a demonstration program in which 15 junior high school classes received instruction utilizing the "World of Construction," a curriculum developed by the Industrial Arts Curriculum Project of The Ohio State University. Program evaluation was accomplished at the end of the school year by administering achievement tests and a comprehensive examination to students in an experimental group and a control group. In addition to the tests, students completed a questionnaire at the end of the first and second semesters, and parents responded to the questionnaire near the end of the school year. Comparisons of experimental and control group test results revealed that experimental students achieved significantly higher scores on the post-test achievement tests than similar controls at the seventh and eighth grade levels, but there was no difference at the ninth grade level. An item analysis also revealed that experimental students tended to score higher, but there were many important concepts not mastered by the experimental group. Results from the questionnaire plus a supervisor's report and budget information are included in this publication. (SB)

ED 075 662 VT 020 037

Career Education (Alabama).

Alabama State Dept. of Education, Montgomery.

Pub Date [72]

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Career Opportunities, *Career Planning, *Educational Programs, Elementary Grades, *Occupational Choice, Pamphlets, Post Secondary Education, Secondary Grades

Identifiers—Alabama, Career Awareness

Career education is a comprehensive, educational approach, intent on preparing individuals to live useful and stimulating lives in a society dominated by technical and specialized tasks and mechanisms. The Alabama State Department of Education, realizing the impact and educational implication of such an approach has implemented into its regular program, career oriented concepts. The State's position and implementation scheme are presented in this publication. Beginning in Grade I and proceeding through the elementary grades, pupils in Alabama are ex-

posed to tasks which assist them in developing their awareness of self as well as of the world of work. Exploratory experiences are provided at the junior high level while senior high school students are exposed to more sophisticated skills and knowledges geared to college and job preparation. A selected bibliography is included, as are charts depicting various aspects of the program. (SN)

ED 075 663 VT 020 038

Copa, George H. Irvin, Donald E., Jr.

Occupational Demand in Minnesota for 1973.

Minnesota Research Coordinating Unit in Occupational Education, Minneapolis.

Pub Date Jul 72

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Demand Occupations, Educational Demand, *Employment Opportunities, Labor Market, *Manpower Needs, *Occupational Surveys, Research Coordinating Units

Identifiers—*Minnesota

Effective planning of vocational education programs requires information about both the educational demand of individuals and the manpower demands of business and industry. Two characteristics of the manpower demand in Minnesota which are defined and estimated in this report are occupational demand, the total number of employment positions in a given geographic area, and unfilled positions, the number of positions to be newly filled in a given time period. Occupational demand for a specific occupation may be defined as the number of positions in the occupation last year plus the average annual growth or decline in positions. Thus, unfilled positions in the occupation may be defined as the average annual growth or decline in positions plus the annual number of positions vacated by worker withdrawal. The methods used to estimate occupational demand and unfilled positions are detailed in the report, along with tabular data for the State, for the Minneapolis-St. Paul metropolitan area, and for the 11 economic regions of the State. Limitations of the estimates and assumptions made are pointed out. No implications are drawn as to how demand will be filled by supply; only the total number of positions (occupational demand) and the number of unfilled positions have been estimated. The purpose of this report is to supplement existing information provided by the Minnesota Department of Manpower Services. (MF)

ED 075 664 VT 020 039

Oklahoma Curriculum Guide for Teaching Safety Education.

Oklahoma Curriculum Improvement Commission, Oklahoma City.; Oklahoma State Dept. of Education, Oklahoma City.

Pub Date 71

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary Grades, Instructional Aids, *Resource Guides, *Safety Education, Secondary Grades, *State Curriculum Guides, State Programs, *Teaching Guides

Identifiers—*Oklahoma

Developed by classroom teachers, university professors, and personnel from the Oklahoma State Department of Education, this guide is an effort to assist teachers in locating and utilizing safety materials as well as to assist them in developing well-balanced safety programs for the children and young people in the state. The preschool and elementary curriculum considers: (1) safety in transportation, home, and schools, (2) information on drugs, alcohol, and smoking, and (3) safety concepts for seasonal activities. The secondary curriculum covers material on: (1) driver and traffic safety, including motorcycles, (2) emergency and evacuation procedures, (3) safety concepts for various school shops and classrooms, (4) home and recreation safety, and (5) drugs, narcotics, and alcohol. (SN)

ED 075 665 VT 020 040

Fielstra, Clarence Chrispin, Barbara Rosenquist
Evaluative Report on Phase II of the Secondary Schools Project for an Introduction to the Allied Health Professions.

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Industrial Education.; Office of Education (DHEW), Washing-

ton, D.C. Div. of Comprehensive and Vocational Education Research.

Pub Date Sep 72
Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Clinical Experience, *Demonstration Programs, *Dropout Prevention, *Health Occupations Education, Hospitals, Occupational Clusters, Pilot Projects, *Program Evaluation, Secondary Grades, Vocational Counseling, *Work Experience Programs
Identifiers—California

The most difficult problem to be solved by this demonstration project was the high dropout rate in the target schools. More than half of the students routinely dropped out in the tenth grade, leading to the decision to start the program at that level in an effort to hold potential dropouts by stimulating their interest in health-care occupations. The key to the demonstrated success of this effort was getting the students into hospitals the first week of school for orientation to the institutions, gradually working into "real life" task performance in the hospital environment. Academic credit was given by the school for the work experience, and as an incentive to participate a stipend of fifteen dollars a week was paid from project funds to each student involved in the work experience phase of the program. As the program starts its third year, most of the students have been placed in part-time hospital jobs, where their training will continue. In every instance they will leave high school with salable skills qualifying them for at least an entry level hospital job or for college credit for work already accomplished. Reactions to and ratings of the program by the hospitals, the students, their parents, and the project director were all generally quite favorable. Recommendations for improvements are included in the report. A related document is available as ED 064 474. (MF)

ED 075 666 VT 020 041

Stratton, John R. West, Jude P.

The Role of Correctional Industries—A Summary Report.

National Inst. of Law Enforcement and Criminal Justice, Washington, D.C.
Report No.—PR-72-2

Pub Date Feb 72

Note—32p.; Summary of an 18-month study of the University of Iowa, Iowa City

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (S/N 2700-0146, \$.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Correctional Rehabilitation, *Corrective Institutions, *Employment, Labor Force, *Models, National Surveys, *Prisoners, Rehabilitation Programs, State Surveys, Wages, Workshops

Identifiers—*Correctional Industries

To develop on a regional basis the empirical foundation for making judgments regarding the operation of correctional industries programs, data were collected from: (1) a national survey of 44 high-ranking state correctional officials and 41 correctional industry directors, (2) a regional survey of 70 non-industries administrative staff and 96 correctional industries personnel to the level of supervisor, representing seven midwest states, and (3) a community power structure survey of all members of the Iowa legislature, executives in 604 manufacturing firms, and major union representatives. Findings from the 7-state regional survey were presented during a 4-day regional correctional administrators institute, which was designed to propose a tentative model of correctional industries and solicit participant reaction toward the research findings. The proposed model: (1) locates the position of industries in the total correctional system, (2) focuses upon the correctional industries process as a subset of the total correctional system, (3) examines inmate progression through correctional industries by length of sentence, (4) suggests wage levels for three types of work, (5) presents a 10-year projection of the external factors affecting correctional industries, and (6) suggests the correctional industries functional mix over time. Charts illustrating the model are included in the discussion. (SB)

ED 075 667 VT 020 042

Branch, Robert L.

Evaluation System Model for the Basic Functions of Vocational Education in California: A Com-

puter Based Evaluation System for Vocational Education.

Sacramento County Dept. of Education, Calif. Spons Agency—California State Dept. of Education, Sacramento. Vocational Education Services.

Pub Date Aug 72

Note—184p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Computer Programs, Curriculum, *Data Analysis, Data Collection, *Evaluation Methods, Job Market, *Models, Pilot Projects, Program Effectiveness, Program Evaluation, Program Planning, Student Needs, Systems Analysis, *Vocational Education
Identifiers—*California

A computerized model was developed to evaluate local vocational education programs in relation to the various functions of vocational education. A data base was generated using the local school districts' information and the output was designed for local self-evaluation use in further planning and review of the overall vocational education plan. Data were collected for curriculum objectives, student needs, and job market information. The evaluation model is in the form of a computer printout by individual vocational programs and by each function within a program. The model offers an unbiased view of a vocational program as it is actually functioning, notes recommended courses of action for areas of weakness, and provides an accurate job market analysis. Appendixes contain data collection forms, detail procedures for gathering population needs data and job market analyses, the computer programs, and sample evaluation printouts. The system's function and integrity were verified using segmented dummy data and actual data from one high school. The model is applicable to high school districts, community colleges, and regional occupation programs/centers in California. (MF)

ED 075 668 VT 020 045

Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 6, Number 2.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Note—5,730p.

EDRS Price MF-\$13.20 HC Not Available from EDRS.

Descriptors—Agricultural Education, Business Education, Career Education, Clearinghouses, Distributive Education, Documentation, Health Occupations Education, Home Economics Education, Indexes (Locators), Industrial Arts, Information Retrieval, Information Storage, *Instructional Materials, *Microfiche, *Technical Education, Trade and Industrial Education, *Vocational Education

Documents announced with VT numbers only in Volume 6, Number 2 (VT 020 044) of "Abstracts of Instructional Materials in Vocational and Technical Education" (AIM) are included in this microfiche set. The microfiche set is arranged in the following sequence: (1) a Vocational Technical (VT) number index to documents in the microfiche collection, (2) the subject and author indexes from AIM, and (3) the full text of documents listed in the VT number index. The texts are filmed continuously in VT number sequence. (DE)

ED 075 669 VT 020 049

Annual Report of the North Dakota State Advisory Council for Vocational Education (Third), December 1972.

North Dakota State Advisory Council for Vocational Education, Fargo.

Spons Agency—North Dakota State Board for Vocational Education, Bismarck.

Pub Date Dec 72

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Vocational Education, *Advisory Committees, Annual Reports, Area Vocational Schools, *Comprehensive Districts, In-service Education, Job Placement, *Program Evaluation, *State Programs, Vocational Counseling, *Vocational Education
Identifiers—*North Dakota

The third annual evaluation report of the North Dakota Advisory Council for Vocational Education is developed in four phases: (1) recommendations incorporating the rationale for resulting recommendations to the State Board for Vocational Education, (2) evaluation of the State goals and priorities (Goal I), (3) serving people and their needs (Goal II), and (4) assessment of Goal III, the extent to which Council recommendations for the previous year have been accomplished. The Council found that North Dakota's vocational education programs were realistic and progressing toward an effective system. Every 1972 goal had been met or exceeded. Recommendations for 1973 included certification requirements for school administrators and guidance personnel, continuation of the career education concept, encouragement of student organizations in vocational education, establishment of a comprehensive vocational education evaluation plan, and development of comprehensive multi-district vocational programs. (MF)

ED 075 670 VT 020 050

Training for Agriculture: Annual Review of Selected Developments.

United Nations Food and Agriculture Organization, Rome (Italy).

Pub Date 72

Note—82p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Vocational Education, *Agricultural Education, Annual Reports, Curriculum Development, Developing Nations, *Farm Occupations, Foreign Countries, *International Programs, Program Development, Rural Development, *Rural Extension, *Vocational Agriculture
Identifiers—African Nations, Far East, Near East

This review is a medium for dissemination of information and views on agricultural education and training, extension, and related subjects to the member governments and field workers of the Food and Agriculture Organization of the United Nations. The document consists of more than two dozen articles and comments on agricultural education, training, and development in various areas of the world. The contents include discussions on the future of agricultural education, training youth for farming in the Far East, training for effective use of irrigation water in the Near East, instructional policies, curriculum improvement, the importance of practical training, adult education for rural development, young farmers' clubs in Nigeria, rural development in Malaysia, extension work in promoting agricultural cooperatives in Spain, Cuba's hybrid countryside schools, extension worker training, development of intermediary technologies in Africa, and practical training for extension workers in the Malagasy Republic. (MF)

ED 075 671 VT 020 051

Report on the Vocational Education Effort in Iowa, 1972.

Iowa State Career Education Advisory Council, Des Moines.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 72

Note—202p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Budgeting, *Career Education, *Cost Effectiveness, Elementary Grades, Post Secondary Education, *Program Evaluation, Program Planning, Secondary Grades, *State Surveys, *Vocational Education
Identifiers—Iowa

This report was designed to measure the effort expended during 1971 toward implementing programs to meet the needs of citizens of Iowa and to supply the State Board of Public Instruction with data, information, and advice to improve career education efforts in the state. Data were obtained primarily from statistics available by the State Department of Public Instruction and the State Auditor's Office, from site visit observations conducted over a 2-year period, and from questionnaire responses by local and area school administrators, instructors, and students. Based on the findings, a number of conclusions were reached, some of which are: (1) Secondary school students seem to have a greater interest in pursuing post-secondary vocational and technical programs in area schools than previously, (2) Future program planning in the vocational and technical area would be enhanced by annual

labor market needs surveys, (3) Area community colleges do not have the proper financial commitment to provide strong vocational and technical programs, (4) An imbalance of training effort exists in the seven occupational clusters, (5) Most of the area schools provide academic instruction related to the world of work, and (6) Population trends and the state general aid formula may cause vocational programs to have to be extended to disproportionate lengths. (Author/SN)

ED 075 672 VT 020 057

Cunha, Joseph E., Ed. And Others
Career Development: A California Model for Career Guidance Curriculum K-Adult. California Personnel and Guidance Association Monograph Number 5.

California State Dept. of Education, Sacramento. Bureau of Pupil Personnel Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—102p.

Available from—California Personnel and Guidance Association, 654 East Commonwealth Avenue, Fullerton, California 92631 (Members, \$4.00; others, \$5.50)

Document Not Available from EDRS.

Descriptors—Career Choice, *Career Planning, Decision Making, Educational Objectives, *Guidance Programs, *Models, Program Development, Program Evaluation, *Vocational Counseling, *Vocational Development Identifiers—Program Implementation

A model has been prepared by a task force of educators to serve as a conceptual framework for the development of career guidance programs. The model consists of three major components of career guidance which promote career identity, including: (1) career planning and decision making, (2) education, work, and leisure alternatives, and (3) life styles and personal satisfactions. Within each of the major components of career guidance, basic concepts have been identified along with the developmental level and goal statement amplifying each concept. The concepts represent broad areas of learning content which students need to understand in order to develop work, leisure, and life style satisfactions. In addition to describing the model, this publication contains information and suggestions for: (1) expanding the basic model to develop objectives for a program, (2) implementing a program, and (3) evaluating a program. Sample needs assessment instruments and examples of objectives and outcomes for a career guidance program are appended. (SB)

ED 075 673 VT 020 059

Chapman, Judith E. Lazar, Joyce B.

A Review of the Present Status and Future Needs in Day Care Research. A Working Paper.

George Washington Univ., Washington, D.C. Social Research Group.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Nov 71

Note—173p.

Available from—Capitol Publications, Education Resources Division, 2430 Pennsylvania Ave., N.W., Washington, D.C. 20037 (\$5.75)

Document Not Available from EDRS.

Descriptors—Child Care, Child Care Workers, Child Development, *Day Care Programs, *Day Care Services, Educational Research, Experimental Programs, Inservice Education, Intervention, *Preschool Education, Research Methodology, *Research Needs, *Research Reviews (Publications), Staff Improvement

This review of recent and on-going research on day care and preschool experimental and intervention programs was made to draw the findings together and to identify major research issues for the next two to five years. Chapter I describes the overall scope and purpose of the review as well as the major sources of information used, while Chapter II reviews recent and on-going research studies, including surveys of need, availability and utilization of day care, assessments of quality day care, studies of program costs, training programs for child care workers, and impact of demonstration models, primarily for infants and toddlers. Chapter III includes research findings and unanswered questions from day care and other types of early childhood development research, and these findings and questions are organized around the following areas: (1) auspices providing the

day care, (2) staffing and training of staff, (3) facilities, (4) children in day care, (5) relationship of parents to the day care program, (6) curriculum, (7) support services, and (8) measurement and evaluation. Chapter IV presents the summary of research issues, priorities, and strategies for: (1) programmatic research, (2) evaluative research, (3) basic research, (4) methodological research, and (5) disseminative research. (Author/SB)

ED 075 674 VT 020 062

Blumrosen, Alfred W. And Others

Enforcing Equality in Housing and Employment Through State Civil Rights Laws. The Administrative Process Project (1969-1972).

New Jersey State Div. on Civil Rights, Trenton; Rutgers, The State Univ., Newark, N.J. Law School.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.; New Jersey State Dept. of Community Affairs, Trenton.

Pub Date 31 Aug 72

Note—605p.

Available from—New Jersey Appellate Printing Company, Inc., 399 Pearl Street, Woodbridge, N.J. 07095 (No price quoted)

Document Not Available from EDRS.

Descriptors—Administrative Principles, *Civil Rights Legislation, Due Process, *Employment Opportunities, *Equal Opportunities (Jobs), Federal Laws, Housing Discrimination, *Housing Opportunities, *Law Enforcement, Law Instruction, Racial Discrimination, Religious Discrimination, Sex Discrimination, State Laws

This is both a report of two years of cooperative activity between the New Jersey Division on Civil Rights and Rutgers Law School and a manual for Federal and State officials concerned with equal housing and employment opportunity. In addition, it carries forward an experiment in legal education: to teach law students the administrative process "from the inside" so that they can, in their practice, assist administrative agencies in carrying out missions given to them by the legislature. Under this working relationship between government and university, programs to implement specific aspects of equal opportunity laws were developed in the academic context of the law school and submitted to the State for testing and adoption. The document describes programs developed in several areas of housing and employment opportunities, with general considerations relating to the administrative process. Included is a report on the efforts at Rutgers Law School to relate legal education to the strengthening of administration of civil rights laws. Employment opportunity programs developed by the project include: (1) rule making in the construction industry, (2) adjudication of discrimination in the electrical trades, (3) processing of discriminatory discharge cases, (5) plant location as a factor in fair employment, and (6) promotion to supervisor. (Author/MF)

ED 075 675 VT 020 063

Annual Evaluation of Vocational Education in Kansas, 1971-1972.

Kansas State Advisory Council for Vocational Education, Topeka.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 27 Sep 72

Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Advisory Committees, Annual Reports, Area Vocational Schools, High Schools, Post Secondary Education, Program Effectiveness, *Program Evaluation, *State Programs, *Vocational Education

Identifiers—*Kansas

Realizing the demanding role which vocational education must play in helping to prepare individuals to meet the changing demands and challenges of a technological society, the Kansas Advisory Council conducted an investigation to assess the status of existing State programs so that necessary improvements could be made. Objectives by which the programs were evaluated included: (1) the State's goals and priorities as set forth in the State plan, (2) the effectiveness with which people and their needs for vocational education are served, and (3) the extent to which Council recommendations have been implemented. Data were obtained from interviews, questionnaires, records and reports, research stu-

dies, and previous evaluation reports prepared by the State Advisory Council. (SN)

ED 075 676 VT 020 064

Doeringer, Peter B. And Others

Low-Income Labor Markets and Urban Manpower Programs: A Critical Assessment.

Harvard Univ., Cambridge, Mass.; Manpower Administration (DOL), Washington, D.C.

Pub Date 72

Note—49p.; Research and Development Findings No. 12

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cost Effectiveness, Disadvantaged Groups, Economically Disadvantaged, Employment Programs, Federal Programs, Job Training, *Labor Market, *Low Income Groups, *Manpower Development, Manpower Utilization, *Program Evaluation, Program Improvement, Urban Population

Identifiers—CEP, *Concentrated Employment Program

Recognizing the inadequacies of the theoretical framework upon which the Concentrated Employment Program (CEP) was constructed, an effort was made to develop a more useful set of assumptions by which the program could be appraised more critically. Summarized in this document are the outcomes of attempts to construct an analytic framework within which both the ghetto labor market and the appropriateness of CEP can be assessed. Part One contains a critique of the existing assumptions underlying the CEP and suggests some alternative models of the behavior of ghetto labor markets. Part Two describes the Boston CEP as it was developed from April 1967 to March 1968 and appraises it within the framework established for the basic CEP model. Conclusions and policy recommendations based on analyzed results include: (1) Current programs have paid too little attention to the effect which low-wage, low-quality employment has upon the labor market behavior of the disadvantaged, and (2) Federal manpower policies need to be reoriented toward the demand side of the labor market. (Author/SN)

ED 075 677 VT 020 065

Etzioni, Amitai And Others

Workers' Bureaucratic Predispositions and Job Requirements.

Center for Policy Research, New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Oct 72

Note—442p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Attitude Tests, Changing Attitudes, Employees, *Employment Qualifications, *Job Satisfaction, Job Skills, *Measurement Techniques, Motivation, Needs, Test Reliability, Vocational Adjustment, *Work Attitudes

Identifiers—JBQ, Job Description Questionnaire, TBS, *Tolerance for Bureaucratic Structure

To develop and validate two devices to measure individuals' tolerance for structure and the degree of structure in job requirements as well as to measure the correlates of tolerance for structure and job-personality congruence, 2,500 persons in varied occupational capacities were administered the Tolerance for Bureaucratic Structure (TBS) Instrument and Job Description Questionnaire (JDQ). Findings seem to suggest that people have some set preferences in terms of their work, which are not easily changed once they reach maturity. It would follow from the study that all main categories of jobs should be characterized from the viewpoint of the level of bureaucratization (or tightness) they presently require and that persons seeking jobs or transfers be given the opportunities to test themselves or be tested by the TBS scale with their score interpreted to them. Further, people should be advised to seek jobs which are compatible with their predispositions or at least to avoid those in which they are likely to be uncomfortable. (Author/SN)

ED 075 678 VT 020 066

Seuin, Armand M.

The Effect of Grouping in the Electronics Laboratory on Cognitive and Psychomotor Achievement.

Pub Date May 73

Note—162p.; Ed.D. Dissertation, Arizona State University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Cognitive Ability, Doctoral Theses, Educational Research, *Electronics, *Grouping (Instructional Purposes), Laboratory Experiments, *Learning Laboratories, Post Testing, Pretests, *Psychomotor Skills, Student Attitudes, Student Grouping, Undergraduate Study

To compare the relative achievement levels of groups of individuals, pairs, and trios working at electronics technology laboratory stations, an experimental study was designed using three intact classes totaling 96 laboratory students in an undergraduate electricity/electronics course. One group of students worked the 12 laboratory experiments as individuals, while a second group worked the experiments as randomly assigned pairs and the third group as randomly assigned trios. The students were administered a pretest, an attitude inventory, and two posttests measuring cognitive and psychomotor achievement. A comparison of the individuals and pairs failed to indicate a significant difference on the psychomotor and cognitive posttests. However, the group of pairs did score significantly higher on both the psychomotor and cognitive posttests than did the group of trios. Further, the individuals scored significantly higher on the cognitive test than did the trios but did not differ on the psychomotor test. The group of pairs rated the contribution of the partner to the learning situation higher than did the group of trios. On the basis of these and other findings and conclusions, it was recommended that students work in pairs at laboratory stations and that the laboratory grade be based on assessment of both psychomotor and cognitive skills. Sample instruments are appended. (Author/SB)

ED 075 679

VT 020 067

Brill, Donald M.

A Comparison of Selected Personal and Educational Characteristics of Electronics Technicians and of Students in Electronics Technology Programs in Wisconsin.

Pub Date 72

Note—353p.; Ph.D. Dissertation, Wisconsin University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 73-2,529 MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Academic Aspiration, Analysis of Variance, *Comparative Analysis, Dropout Characteristics, Educational Background, *Electronic Technicians, Evaluation Criteria, *Individual Characteristics, Job Satisfaction, Occupational Aspiration, Student Attitudes, *Student Characteristics, Student Interests, *Success Factors, Technical Institutes, Work Attitudes

Identifiers—*Wisconsin

The objective of the study was to compare selected personal characteristics of electronics technology students in Wisconsin Schools of Vocational, Technical, and Adult Education with characteristics of practicing electronics technicians in industry. Data were gathered from 124 technicians, 178 post-secondary school students, and 28 school dropouts. Four variables were identified which discriminated among the criterion groups: interest in agriculture, hobby in electronics, attitude toward supervision, and attitudes toward work. Positive attitudes identified with these variables were found to be characteristic of students and technicians and uncharacteristic of the dropouts. While educational background differences favored the students, technicians were significantly higher in positive attitudes and higher aspirations. Employer data showed a preference for formal preparation beyond the high school, with the Wisconsin Schools of Vocational, Technical, and Adult Education receiving good support. A positive relationship was found between educational opportunity provided by the employer and a positive attitude toward supervision. Findings of the study are detailed in narrative and tabular form. Recommendations are made for the schools and for employers, with suggestions for further study. (MF)

ED 075 680

VT 020 091

Bakke, E. Wight

Manpower Policy for Scientists and Engineers.

National Manpower Policy Task Force, Washington, D.C.

Pub Date Mar 72

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Employment Opportunities, *Engineers, Federal Aid, Government Role, Labor Market, *Manpower Development, *Manpower Utilization, *Policy Formation, Professional Education, Professional Personnel, Public Policy, *Scientists, Values

Until recently national manpower policies and programs have focused relatively little attention on the more skilled and better educated segments of the labor force. The concept of "manpower" has emphasized the training and placement of the disadvantaged. But a comprehensive manpower program must focus on the employment problems of individuals at all levels of occupational structure. Two critical aspects of the manpower problems of scientific and engineering personnel are their present substantial unemployment and the long-range equation of supply of and demand for educated manpower, both quantitatively and qualitatively. The welfare of the nation rests more heavily on the relatively small numbers of professional personnel, particularly scientists and engineers, than on any other occupational group. The effective development and utilization of talent and competence represent a challenge to the nation equal in importance to providing training and employment opportunities for the disadvantaged, and the federal government bears responsibility for both. The document presents policy directions to make the development, conservation, and utilization of scientific and engineering talent an integral part of a comprehensive national manpower policy. (MF)

ED 075 681

VT 020 093

Hayden, Sterling William

The Role of the Industrial Arts Department Chairman in Missouri Public High Schools.

Pub Date May 73

Note—153p.; Ed.D. Dissertation, Missouri University, Columbia

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Administrative Personnel, *Administrator Role, Area Studies, Departmental Teaching Plans, Department Directors (School), Doctoral Theses, Educational Research, *Industrial Arts, *Industrial Education, Instructor Coordinators, *Role Perception, Secondary Schools

Identifiers—*Missouri Public High Schools

To find among industrial arts department chairmen, secondary school principals, and industrial arts teachers in Missouri the actual and ideal role perceptions of the chairman, 73 public senior high schools in the state employing two or more full-time industrial arts teachers with a department chairman were surveyed using a 2-part instrument consisting of a job description and role inventory. From resulting findings, conclusions were reached which include: (1) The position of the industrial arts department chairman in Missouri public high schools is well established but not actively sought, (2) The industrial arts department chairman is not as adequately prepared in the areas of supervision, administration, and curriculum as he is in the area of industrial arts, (3) The industrial arts department is not compensated adequately, (4) The industrial arts teachers and principals are in relative disagreement as to the actual role of the industrial arts department chairman, (5) The industrial arts teachers, secondary school principals, and department heads are in relative agreement as to the ideal role of the industrial arts department chairman, and (6) Industrial arts teachers and department chairman as well as the principals appear to disagree when their perceptions of the actual and ideal role are compared. (SN)

ED 075 682

VT 020 094

Scott, John L.

The Effects of a Learning Program on Work

Habit Skills and Attitudes Toward Work.

Pub Date May 73

Note—216p.; Ph.D. Dissertation, Missouri University, Columbia

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Changing Attitudes, Doctoral Theses, Educational Experiments, *Employee Attitudes, Employment, Grade 8, *Habit Formation, Job Satisfaction, Learning Activities, *Learning Experience, Learning Motivation, *Psychomotor Skills, *Work Attitudes

Identifiers—Georgia, Marvin Pittman Laboratory School in Statesboro

The purposes of this study were to ascertain: (1) the level of work habit skill development of eighth grade students, (2) whether or not work habit skills can be improved through a concentrated learning program, and (3) whether or not psychomotor achievement is affected by a concentrated learning program. Data were obtained through the use of three work attitude and job satisfaction measurement instruments administered to some 52 eighth graders in the Marvin Pittman Laboratory School in Statesboro, Georgia. Findings include: (1) No significant increase in work habit skill development resulted from the learning program, (2) The level of attitude toward work is an important factor in work habit skill development, and (3) The present level of work attitude is an important factor in developing more positive attitudes toward work. The results of this study were not conclusive enough to state that attitude toward work is an important factor in the performance of a psychomotor task. (Author/SN)

ED 075 683

VT 020 103

Metrication: A Guide for Consumers.

Consumer and Corporate Affairs Dept., Ottawa (Ontario).

Report No.—Consum-RR-2

Pub Date 72

Note—25p.

Available from—Information Canada, Ottawa, Canada (Cat. No.: RG 31-2/1972)

Document Not Available from EDRS.

Descriptors—*Consumer Economics, Economic Research, Foreign Countries, *Guides, *Merchandise Information, *Metric System

Identifiers—*Canada

The widespread use of the metric system by most of the major industrial powers of the world has prompted the Canadian government to investigate and consider use of the system. This booklet was developed to aid the consuming public in Canada in gaining some knowledge of metrication and how its application would affect their present economy. Included are: (1) an operational definition of metrication, (2) an explanation of the planned conversion process and what it would mean in terms of automobiles, food, clothing, furnishings, hardware and lumber, household equipment, paper, maps, weather, drugs, postage rates, and photographic materials, and (3) anticipated problems with the system resulting from conversion. (SN)

ED 075 684

VT 020 106

Seaverns, Charles F., Jr.

A Manual for Coordinators of Cooperative Education.

Northeastern Univ., Boston, Mass. Center for Cooperative Education.

Pub Date May 70

Note—120p.

Available from—Center for Cooperative Education, Northeastern University, Boston, Massachusetts 02115 (\$1.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrator Guides, *Cooperative Education, Educational Methods, Educational Strategies, Employment Programs, Guidance Personnel, *Instructor Coordinators, Job Training, *Manuals, Motivation Techniques, *Program Coordination, Secondary Grades, Student Placement, *Vocational Education

This manual was developed with two specific purposes in mind: (1) To present in some detail, information about cooperative education which should serve as a functional guide to those individuals who contemplate becoming a coordinator of cooperative education, and (2) To stimulate the development of more effective coordination techniques by coordinators already engaged in the placement, counseling, and guidance of

cooperative education students. Divided into nine chapters, the guide discusses: (1) the rationale of cooperative education, (2) the role of the coordinator, (3) the basic tools used in coordination, (4) strategies for obtaining cooperative jobs, (5) means of preparing students for placement, (6) the placement process, (7) how to conduct a follow-up after placement, (8) strategies for handling student problems, and (9) ingredients of a good training and professional development program. Several calendar designs and a variety of useful report forms are appended as well as selected readings in the field. (Author/SN)

ED 075 685

VT 020 111

Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 6, Number 3.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Note—228p.

EDRS Price MF-\$9.68 HC Not Available from EDRS.

Descriptors—Agricultural Education, Business Education, Career Education, Clearinghouses, Distributive Education, Documentation, Health Occupations Education, Home Economics Education, Indexes (Locators), Industrial Arts, Information Retrieval, Information Storage, *In-

structional Materials, *Microfiche, *Technical Education, Trade and Industrial Education, *Vocational Education

Documents announced with VT numbers only in Volume 6, Number 3 (VT 020 110) of "Abstracts of Instructional Materials in Vocational and Technical Education" (AIM) are included in this microfiche set. The microfiche set is arranged in the following sequence: (1) a Vocational Technical (VT) number index to documents in the microfiche collection, (2) the subject and author indexes from AIM, and (3) the full text of documents listed in the VT number index. The texts are filmed continuously in VT number sequence. (DE)

ED 075 686

VT 020 156

English, Joseph L.

An Occupational Vocational Education Model for the State of Delaware. (October 1, 1971-September 30, 1972). Interim Report.

Delaware State Board for Vocational Education, Milford.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—0-361-0013

Pub Date 30 Sep 72

Grant—OEG-0-71-0678(361)

Note—153p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Education, Elementary

Grades, Experimental Programs, *Models, Occupational Guidance, Occupational Information, Research Projects, Secondary Grades, *State Programs, *Statewide Planning, *Vocational Education

Identifiers—*Delaware

Two major objectives underlie the initiation of this project effort: (1) the creation of a meaningful, cooperative effort between the Kent County, Delaware Vocational Technical School District and the Milford School District for the purpose of expanding vocational education and (2) the establishment of a system to serve as a model for future expansion of vocational education in the State. Several cooperatively developed activities aided in the project's success. Some of the objectives realized were: (1) workshops for faculty, staff and teaching teams involving the enlistment of consultants, (2) the initiation of a career education curriculum and guidance program for grades K-12, (3) the design of an operational curriculum based on single and multi-clustered occupational models, (4) the employment of a full-time job placement coordinator and the establishment of a high school job placement and counseling office, (5) increased emphasis on career information and exploration in grades 5-8, (6) the establishment of career education resource centers in school libraries, (7) the implementation of summer career opportunities programs for teacher interns, and (8) continuous evaluation assessments. The project staff worked with 19 of the 26 school districts in Delaware on a cooperative basis. (SN)

Subject Index

187

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number ED 013 371

Ability

Aligning Components of Intelligence and Learning Performance: A Proposed Rationale for Educational Intervention.

ED 074 403

Ability Identification

Identification of Gifted and Creative Children and Youth Among Black Disadvantaged Groups. A Symposium/Workshop Presented by Members of the Bi-Racial Identification Committee.

ED 075 462//

Abstraction Levels

The Role of Comprehension in Learning Concrete and Abstract Sentences.

ED 074 443

Abstract Reasoning

Do Preschoolers Learning to Sort Prefer the Help of Vygotsky or Piaget?

ED 075 094

Abstracts

Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 6, No. 1.

ED 075 568

Abstracts of Research Materials in Vocational and Technical Education (ARM), Volume 6, Number 1.

ED 075 569

Abstracts of Research Papers 1970.

ED 075 405

Abstracts of Research Papers 1971.

ED 075 404

Air Pollution Translations: A Bibliography with Abstracts - Volume 2.

ED 075 235

American Indian Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 3.

ED 075 121

Audiovisual Instruction; A Selective Bibliography. Exceptional Child Bibliography Series No. 653.

ED 074 686

Counseling and Psychotherapy; A Selective Bibliography. Exceptional Child Bibliography Series No. 629.

ED 074 683

Current Literature in Family Planning, November 1972, No. 51.

ED 075 189

International Congress of Applied Linguistics: Congress Abstracts (3rd, Copenhagen, August 21-26, 1972).

ED 074 796

Migrant Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 3.

ED 075 162

Minority Groups/Disadvantaged Youth; A Selective Bibliography. Exceptional Child Bibliography Series No. 646.

ED 074 685

Open Education: An Abstract Bibliography.

ED 075 099

Programed Instruction; A Selective Bibliography. Exceptional Child Bibliography Series No. 654.

ED 074 687

Research and Investigation in Adult Education: 1972 Annual Register.

ED 074 333

Socialization of Young Children: An Abstract Bibliography.

ED 075 104

Supplement to Abstracts of Instructional Materials for Career Education.

ED 075 576

Academic Ability

Achievement by Junior College Transfer, Four-Year College Transfer, and Native Juniors as Measured by the CLEP General Examinations.

ED 075 017

Adolescent Competence and Educational Ambition (plus Supplement).

ED 074 420

Texas Achievement Appraisal Study, 1971.

ED 074 390

Academic Achievement

The Academic Achievement and Social Mobility of Community College Transfer and Native Students in a Professional Education Program.

ED 075 016

Adolescent Competence and Educational Ambition (plus Supplement).

ED 074 420

Affective and Cognitive Correlates of Classroom Achievement: Research for the Counselor.

ED 074 430

A Better Chance: Evaluation of Student Attitudes and Academic Performance, 1964-1972.

ED 075 556

The Effect of a Reading Improvement Program Upon Academic Achievement in College.

ED 074 471//

The Effects of School Achievement on the Affective Traits of the Learner.

ED 074 401

Emphasis: Prescription.

ED 075 102

English Language Proficiency and Academic Achievement among Students of English as a Second Language at the College Level.

ED 074 812

The Influence of Sex of Student and Sex of Teacher on Students' Achievement and Evaluation of the Teacher.

ED 074 410

An Input-Output Assessment of Community College Graduates.

ED 075 020

Interim Report on CETA.

ED 075 359

An Investigation of Teacher Expectancies of Instructional Materials. Research Report #2.

ED 075 345

Methods and Problems of Pre- and Post-Communication Competency Assessment.

ED 074 551

Mexican-American Self-Concept and Educational Achievement: The Effects of Ethnic Isolation and Socio-Economic Deprivation.

ED 075 126

Notes on a National Survey of College-Bound Seniors in 1972.

ED 074 910

Participation in Student Activities as a Variable in the Educational Attainment and Expectation Process.

ED 074 408

Perceptions of Success and Failure by Disadvantaged Elementary School Children. Final Report.

ED 075 554

Performance Contracts -- Success or Failure. Contract Learning Projects, Grand Rapids Public Schools, 1970-72.

ED 074 617

Preliminary Studies on a Test of Pattern Learning for Aptitude Assessment With Disadvantaged Students. Final Report.

ED 075 555

Profiles of the Tulsa Public Schools. A School-by-School Report of Pupil and Community Factors, Resource Allocations and Achievement Test Results for the 1971-1972 School Year.

ED 075 494

[Pupil Performance in the Atlanta, Georgia, Elementary Schools.] Research and Development Report, Volume 6, Numbers 11-14, December 1972.

ED 075 561

Some Implications of the National Assessment Model and Data for State and Local Education.

ED 074 620

[The Effects of Changes in the Aptitude Level of Entering Students on Attrition and Grading Standards.]

- ED 074 913
- Academically Handicapped**
Piaget's Theory as the Basis for the Assessment of Reading Disability and Suggested Remediation Through an Adapted Science Curriculum. ED 075 172//
- Academic Aptitude**
Personality Characteristics and Performance on Computer Assisted Instruction and Programmed Text. ED 074 750
[The Effects of Changes in the Aptitude Level of Entering Students on Attrition and Grading Standards.] ED 074 913
- Academic Aspiration**
Educational and Occupational Aspirations and Expectations of El Paso High School Students. ED 075 156
- Academic Freedom**
The Rights of Teachers. The Basic ACLU Guide to a Teacher's Constitutional Rights. An American Civil Liberties Union Handbook. ED 075 340//
- Academic Performance**
Aligning Components of Intelligence and Learning Performance: A Proposed Rationale for Educational Intervention. ED 074 403
Methods and Problems of Pre- and Post-Communication Competency Assessment. ED 074 551
Predictive Models for Success in Occupational Education. Occupational Research Project Final Report. ED 075 598
The Relationship of Evaluations of Students' Cognitive Performance to their Self Concept Assessments and Mental Health Status. ED 074 424
Self-Paced Physics, Documentation Report, Final Report 5.0. ED 075 254
Self-Paced Physics, Documentation Report, Revision Process Documentation 5.5. ED 075 259
A Video Tape Technique for Assessing Behavioral Correlates of Academic Performance. ED 074 747
- Accelerated Programs**
The Accelerated Learning Experiment: An Approach to the Remedial Education of Out-of-School Youth. Final Report. ED 075 546
- Accident Prevention**
Annual Safety Education Review 1970. ED 075 406
An Evaluation of the National Safety Council's Defensive Driving Course in Selected States. Final Report. ED 075 653//
Highway Accident Report: Schoolbus/Automobile Collision and Fire, Near Reston, Virginia, February 29, 1972. ED 074 633
- Accreditation (Institutions)**
A Summary Report of the Study "Areas of Concern in Technical Institute Accreditation." ED 075 606
- Acculturation**
The American Italians: Their History and Culture. Minorities in American Life Series. ED 075 567//
- Achievement**
The Relation Between Certain High School Course Patterns and Achievement in First Freshman Courses in English, Social Science, Mathematics, and Natural Science at Louisiana State University. ED 075 183//
- Achievement Gains**
Outdoor Versus Indoor Learning in Elementary School Science. ED 075 167//
- Achievement Need**
The "Younger-Minority Boy" as a Clue to the Source of Achievement Orientation. ED 074 433
- Achievement Rating**
The Effects of Three Spelling Programs on the Spelling Achievement of Sixth Graders from Two Culturally Different Areas. ED 075 551
Typical Folly: Evaluating Student Performance in Higher Education. ED 074 519
- Achievement Tests**
Birth Control, Family Configuration and Verbal Achievement. ED 074 426
Evaluating Achievement of the Mentally Retarded: A Comprehensive Process. ED 075 456//
A Handbook on the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students: Their Nature, Uses and Limitations. ED 074 855
Massachusetts Fourth Grade Testing Program 1971. ED 075 489
Profiles of the Tulsa Public Schools. A School-by-School Report of Pupil and Community Factors, Resource Allocations and Achievement Test Results for the 1971-1972 School Year. ED 075 494
Viewing Standardized Social Studies Achievement Tests from a Reading Perspective. ED 075 492
- Acoustical Environment**
Acoustical Environments. Educational Facilities Review Series Number 16. ED 074 586
- Acoustics**
Acoustical Environments. Educational Facilities Review Series Number 16. ED 074 586
- Acting**
Body Buffer Zone and Proxemics in Blocking. ED 074 541
Henry James on the Art of Acting. ED 074 534
- Activism**
Annual Conference in Rhetorical Criticism: Commended Papers (6th, California State Univ., Hayward, May, 1972). ED 074 558
Student Demonstrations and Riots: Past, Present, and Future. ED 074 387
- Activities**
A Practical Guide To The Open Classroom. ED 074 737//
- Activity Learning**
A Guide to Field Mathematics. ED 075 232
Math Matters. ED 075 233//
- Activity Units**
Career Motivation: Curriculum Guide for Grades K-6. Ohio's Career Continuum. ED 075 641
A Handbook for Outdoor Education on the Preserves of the Natural History Section, Nassau County Museum. ED 075 141
A Teachers' Guide for the Outdoor School Program. ED 075 120
- Adjustment (to Environment)**
Children's Social Learning: Implications of Research and Expert Study. ED 075 071
- Administration**
Basic Steps in Planning Outdoor Education Day-Camping Programs. A Definitive Statement to Assist Teachers Involved in Day-Camping Programs. ED 075 139
A Description of a Changing High School English Department. ED 074 507//
Response Factors and Selective Attention in Learning From Instructional Materials: an Annotated Bibliography. ED 075 043//
- Administrative Change**
Institutional Design: An Administrative Approach. ED 075 479//
Upper Extension of Two-Year Colleges - The 10 Year Look: 1963-1972. ED 075 019
- Administrative Organization**
Community College - Church Project of the Church in Higher Education. Preliminary Report. Project and Community College Institute of Columbia University. ED 075 013
Dissemination as a Process Component with Implications for Organizing a State Agency Dissemination Unit. ED 074 584
Planning for School District Organization - Selected Position Papers. ED 074 566
Size and District Organization. ED 074 575//
Structuring Education for Business Management. ED 074 577//
A Study of Administrative Costs in Selected School Districts of Iowa, Missouri, and South Dakota. ED 074 576//
- Administrative Personnel**
Administrator Evaluation. Educational Management Review Series Number 15. ED 074 588
New Organizational Patterns and Delivery Systems. ED 074 600
Role of the Academic Dean in Implementing Accountability: Anatomy of a Conference for Deans of Instruction in Two-Year Colleges. ED 075 014
The Role of the Industrial Arts Department Chairman in Missouri Public High Schools. ED 075 681//
A Study of Administrative Costs in Selected School Districts of Iowa, Missouri, and South Dakota. ED 074 576//
- Administrative Policy**
The Catholic University in the Modern World. ED 074 907
Hints for Survival in Open Plan Schools. ED 074 611
Obstacles to Interstate Adoption. ED 075 084
The Program Data Analysis Plan for Colorado Special Education. ED 074 649
Program Description and Process Guide for the Program Data Analysis Plan for Colorado Special Education. ED 074 648
Standards for the Operation of Special Education Programs and Services. ED 074 646
- Administrative Principles**
The Curriculum in Quantitative Methods: A Task Force Report. ED 074 978
- Administrative Problems**
Perspectives of School Desegregation in the Southeast. ED 075 461//
School Desegregation: The Problem. ED 075 459//
- Administrator Attitudes**
Institutional Design: An Administrative Approach. ED 075 479//
Teacher and Administrator Attitudes Toward Collective Negotiation Issues. ED 074 624
- Administrator Education**
The Curriculum in Quantitative Methods: A Task Force Report. ED 074 978
The Impact of a Short Term Training Program for Financial Aid Administrators and Other Student Assistance Personnel. ED 075 370

Administrator Evaluation

Administrator Evaluation. Educational Management Review Series Number 15. ED 074 588

Administrator Guides

Administration of Occupational Education: A Suggested Guide. ED 075 614

Migrant Education Administrative Handbook. Revised April 1973. ED 075 151

New Careers Positions Descriptions: Sourcebook for Trainers, Entry Level. ED 075 595//

A Primer on Dissemination. ED 074 644

Administrator Role

Desegregation: How Schools are Meeting Historic Challenge. Current Trends in School Policies and Programs Series, Number 3. ED 075 537

Management Styles. Educational Management Review Series Number 17. ED 074 607

Public Schools in Transition. . . One Student Body, Its Needs and Directions. ED 075 446//

Role of the Academic Dean in Implementing Accountability: Anatomy of a Conference for Deans of Instruction in Two-Year Colleges. ED 075 014

The Role of the Industrial Arts Department Chairman in Missouri Public High Schools. ED 075 681//

Admission (School)

An Equilibrium Flow Model of a University Campus. ED 074 969//

Admission Criteria

California Community College Testing Survey. ED 075 027

A Comparative Study of the Philadelphia Leadership Program at the Pennsylvania State University. ED 075 526

Evaluation Report: The City University of New York College Adapter Program. ED 074 970//

Adolescence

Adolescent Competence and Educational Ambition (plus Supplement). ED 074 420

Adolescents

Adolescent Competence and Educational Ambition (plus Supplement). ED 074 420

High School Health Fairs. Manual for Conducting Medical Examinations for Students in a Large Urban High School. ED 075 544

How to Pass the Road Rules Test, Revised 1973. ED 074 658

Perceived Problems of Leader, Non-Leader and Deviant Adolescents. ED 074 395

Young Tanzanians and the Cinema: A Study of the Effects of Selected Basic Motion Picture Elements and Population Characteristics on Filmic Comprehension of Tanzanian Adolescent Primary School Children. ED 074 743

Adoption

Obstacles to Interstate Adoption. ED 075 084

Adult Basic Education

Characteristics of Illiterate Adults at St. Teresa's Voluntary Improvement Program and Their Implications for Training Volunteer Tutors. ED 074 363

An Experiment in Using Lay-Off Time for Improving Workers' Advancement Potential. Report on Two Years of the Job Advancement Training Program. ED 075 605

Functional Education for Family Life Planning, II. Program Design. ED 074 355

A Special Experimental Study in Guidance and Counseling for Adults Enrolled in the Adult Basic Education Program in Certain Louisiana Parishes 1968-1969. ED 074 309

Adult Basic Learning Examination

Characteristics of Illiterate Adults at St. Teresa's Voluntary Improvement Program and Their Implications for Training Volunteer Tutors. ED 074 363

Adult Characteristics

Characteristics of Illiterate Adults at St. Teresa's Voluntary Improvement Program and Their Implications for Training Volunteer Tutors. ED 074 363

Adult Counseling

A Special Experimental Study in Guidance and Counseling for Adults Enrolled in the Adult Basic Education Program in Certain Louisiana Parishes 1968-1969. ED 074 309

Adult Education

Adult Distributive Education. ED 075 649

Adult Education and Community Development; A Network Approach. ED 074 320

Adult Education as Part of Life-Long Education. ED 074 330

Adult Education in Tanzania: Life-Long Process for National Development. ED 074 328

A Bibliographical Guide to Adult Education in Rural Areas, 1918-1972. ED 074 340

Canadian Research in Adult Education: A Bibliography of Masters' Theses and Doctoral Dissertations. ED 074 376

Continuing Education in the Health Professions. A Review of the Literature: 1960-1970. ED 074 367

The Education of Adults in the Spectrum of Public Educational Policy: Principles and Practice of the Department of Adult Education in the University of Manchester, United Kingdom. ED 074 338

The Education of the Mentally Retarded Adult: A Selective Review of Recent Literature. ED 074 345

Life-Long Education in the Light of Certain Experiments--From Conception to Realization. ED 074 332

Life-Long Education in the Peruvian Revolution: Meaning, Realizations and Perspectives. ED 074 336

Life-Long Education: Problems, Tasks, Conditions. ED 074 327

National Advisory Council on Adult Education: Annual Report. ED 074 341

Nature and Purpose of the International Symposium on Life-Long Education (Paris, September 25 - October 2, 1972). ED 074 331

Public Continuing and Adult Education 1973 Almanac. ED 074 384//

Regional Approaches to Continuing Education for Psychologists. ED 074 404

Research and Investigation in Adult Education: 1972 Annual Register. ED 074 333

The School and Continuing Education: Four Studies. ED 074 365//

Some Trends and Reforms in the Educational Policy of Norway in the Light of the Concept of Life-Long Education. ED 074 368

The SOS-VUX Project: Study Needs and Study Obstacles in Adult Education. Background and Design. ED 074 347

Strategies for Directing Existing Educational Systems Towards Life-Long Education: What Algerian Experience Has to Contribute. ED 074 329

A Ten-Year Plan for Indian Education: With Particular Reference to Navajo Community Schools. ED 075 137

Towards the Construction of Life-Long Education System. ED 074 337

Which Comes First Training or Research? ED 074 549

Adult Education Programs

English for "Old" Canadians: The Finnish Project in British Columbia. ED 074 383

Occupational Education as a Source of Economic Growth. ED 074 369//

Public Continuing and Adult Education 1973 Almanac. ED 074 384//

Report of Sarawak Council for Further Education. ED 074 377

A Special Experimental Study in Guidance and Counseling for Adults Enrolled in the Adult Basic Education Program in Certain Louisiana Parishes 1968-1969. ED 074 309

Adult Educators

Introductory Considerations Concerning Tutor Training. Committee for Out-of-School Education and Cultural Development. Outline Programmes, The Tutor. ED 074 358

Adult Leaders

Four-H Leadership Training Needs of Tennessee Agents, 1970. ED 074 316

Parent Involvement Staff Handbook: A Manual for Child Development Programs. ED 075 074

Training for New Trends in Clubs and Centers for Older Persons. ED 074 344

Adult Reading Programs

College-Adult Reading Instruction. Perspectives in Reading, No. 1. ED 074 479

Teaching Educationally Disadvantaged Adults to Read. ED 074 453

Adult Vocational Education

Annual Report of the Oklahoma State Advisory Council Vocational-Technical Education (Fourth). ED 075 652

Leadership, Education and Agricultural Development Programs in Colombia. ED 074 310

Occupational Education as a Source of Economic Growth. ED 074 369//

A Project to Demonstrate Making Vocational Education More Accessible to Persons in Rural Minnesota Through Cooperative Vocational Centers. Final Report. ED 075 633

The Training of Adult Middle-Level Personnel. ED 074 382//

Advance Organizers

Advance Organizers and Objectives in Teaching Mathematics. ED 075 193

Advisory Committees

Annual Evaluation of Vocational Education in Kansas, 1971-1972. ED 075 675

Annual Report of the North Dakota State Advisory Council for Vocational Education (Third), December 1972. ED 075 669

Annual Report of the Oklahoma State Advisory Council Vocational-Technical Education (Fourth). ED 075 652

Aerospace Industry

Alternate Jobs for Aerospace Workers. Examples of Civil Service Employment Opportunities. ED 075 643

- Alternate Jobs for Aerospace Workers. Examples of Employment Opportunities in Private Industry. ED 075 645
- Affective Behavior**
Affective and Cognitive Correlates of Classroom Achievement: Research for the Counselor. ED 074 430
The Child in the Process: Affecting His Human Potential through LIFE. ED 074 650
Cognitive and Affective Orientations of Elementary School Children Towards Air, Water, and Soil Pollution. ED 075 178//
The Effects of School Achievement on the Affective Traits of the Learner. ED 074 401
The Interdependence of Creative Attitude and Creative Ability. ED 075 515
Is Dissonance Motivating? Relationships Between Cognitive Behaviors and Tension Measures During Aggression. ED 074 427
- Affective Objectives**
Teacher Educational Experiences Program: An Affective-Based Program of Self-Selection for Undergraduate Teacher Candidates. ED 075 423
- Afghanistan**
Country Education Profiles: Afghanistan. ED 075 318
- African American Studies**
Afro-American Literary Bibliographies: An Annotated List of Bibliographical Guides for the Study of Afro-American Literature, Folklore and Related Areas. ED 074 508//
Black Arts in Today's Curriculum. ED 074 951
Curricular Approaches to African and Afro-American Studies. ED 074 952
Pan-Africanist Approach to Modern Language Study. ED 074 957
Right On, A List of Books By and About the American Negro. ED 075 061
Source Book of African and Afro-American Materials for Music Educators. ED 075 316//
Towards An Interdisciplinary Core Curriculum in Afro-American Studies. ED 074 953
- African Culture**
Black Arts in Today's Curriculum. ED 074 951
Curricular Approaches to African and Afro-American Studies. ED 074 952
Pan-Africanist Approach to Modern Language Study. ED 074 957
Source Book of African and Afro-American Materials for Music Educators. ED 075 316//
- Age Differences**
Developmental Aspects of Understanding and Evaluating Television Content. ED 075 096
- Agencies**
Directory of Organizations Interested in the Handicapped. ED 074 671
- Agency Role**
Roles and Resources of Federal Agencies in Support of Comprehensive Emergency Medical Services. ED 075 640
- Aggression**
Is Dissonance Motivating? Relationships Between Cognitive Behaviors and Tension Measures During Aggression. ED 074 427
Language and Aggression: An Exploratory Study Amongst Black and Puerto Rican Youth. ED 074 502
- Agricultural Education**
Agricultural Extension. A Reference Manual. ED 075 628
Leadership, Education and Agricultural Development Programs in Colombia. ED 074 310
Training for Agriculture: Annual Review of Selected Developments. ED 075 670
Using Visuals in Agricultural Extension Programs. ED 074 364
- Agricultural Laborers**
Direct and Contract Hiring of Seasonal Farm Labor. ED 075 635
- Agriculture**
Agricultural Market News Programming of Wisconsin Radio and Television Stations. ED 074 357
- Air Conditioning**
Thermal Environments. Educational Facilities Review Series Number 17. ED 074 587
- Air Pollution Control**
Air Pollution Technical Publications of the U.S. Environmental Protection Agency. ED 075 231
Air Pollution Translations: A Bibliography with Abstracts - Volume 2. ED 075 235
- Alaska**
The Northern Eskimos of Alaska. A Source Book. ED 075 144
- Albania**
Country Education Profiles: Albania. ED 075 319
- Alcoholism**
To Drink or Not to Drink An Experimental Analysis of the Effects of Group Decision-Making on Group Drinking by Alcoholics. ED 074 397
- Algebra**
Comparison of Two Instructional Strategies for Teaching the Solution to Verbal Problems. Final Report. ED 075 260
Programmed Math Continuum, Level One, Algebra, Handbook. ED 075 200
Programmed Math Continuum, Level One, Algebra, Measurable Behavioral Objectives. ED 075 201
Programmed Math Continuum, Level One, Algebra, Volume 1. ED 075 202
Programmed Math Continuum, Level One, Algebra, Volume 2. ED 075 203
Programmed Math Continuum, Level One, Algebra, Volume 3. ED 075 204
Programmed Math Continuum, Level One, Algebra, Volume 4. ED 075 205
Programmed Math Continuum, Level One, Algebra, Volume 5. ED 075 206
Programmed Math Continuum, Level One, Algebra, Volume 6. ED 075 207
Programmed Math Continuum, Level One, Algebra, Volume 7. ED 075 208
Programmed Math Continuum, Level One, Algebra, Volume 8. ED 075 209
Programmed Math Continuum, Level One, Algebra, Volume 9. ED 075 210
Programmed Math Continuum, Level One, Algebra, Volume 10. ED 075 211
Programmed Math Continuum, Level One, Algebra, Volume 11. ED 075 212
Programmed Math Continuum, Level One, Algebra, Volume 12. ED 075 213
Programmed Math Continuum, Level One, Algebra, Volume 13. ED 075 214
- Programmed Math Continuum, Level One, Algebra, Volume 14. ED 075 215
Programmed Math Continuum, Level One, Algebra, Volume 15. ED 075 216
- Algeria**
Country Education Profiles: Algeria. ED 075 320
Strategies for Directing Existing Educational Systems Towards Life-Long Education: What Algerian Experience Has to Contribute. ED 074 329
- Algorithms**
The Development of the New York State Bank of Reading Objectives. ED 075 495
Evaluation of a Text Compression Algorithm Against Computer-Aided Instruction (CAI) Material. ED 074 769
- Alphabets**
Modes of Transcription in Natural Languages. ED 074 860
- Alternative Schools**
Alternatives in Education: A Regional Practicum. ED 074 590
Open Education A Beginning. ED 074 730//
- American Culture**
American Ethnic Groups: A Selected Bibliography. ED 075 304
- American English**
A Survey of Verb Forms in the Eastern United States. ED 074 797//
- American History**
Osceola. The Story of an American Indian. ED 075 123//
The Proposed Transfer of the Indian Bureau to the Department of War. ED 075 109
- American Indian Culture**
Audio Visual Based Indian Resource Unit. ED 075 303
Designing Culturally Sensitive Curriculum Materials for Canadian Schools. Indian-Metis. ED 075 301
The Original Americans. An Experimental Teaching Unit. ED 075 308
Songs of the Sun Dance. ED 075 306
[The Minnesota Story, American Indian Legends.] ED 075 307
- American Indians**
American Indian Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 3. ED 075 121
American Indians and Their Federal Relationship. Plus a Partial Listing of Other United States Indian Groups. ED 075 131
Assessing Knowledge of Cultures. ED 075 125
Audio Visual Based Indian Resource Unit. ED 075 303
Brotherhood Through Education: A Guide for Teachers of American Indians. ED 075 154//
Content Analysis Schedule for Bilingual Education Programs: Utkiah Indian, Mexican-American Bilingual-Bicultural Program. ED 074 856
Crisis in Red and White - An Educational Dilemma. Position Paper. ED 075 132
Developing a Native American Studies Program. ED 075 133
Early Indians Use Jones Valley. (Reading for "The South: Birmingham Case Study and the South as a Region". Grade Five (Unit IV) Project Social Studies.) ED 075 280
Education and Politics: A Shotgun Wedding. Position Paper.

- ED 075 161
An Evaluation of the Crow 4-H Program. A Summary Introduction.
- ED 075 148
"Indian Education in the Bureau of Indian Affairs."
- ED 075 130
Individualization of Instruction: The American Indian Student. Education Monograph No. 7.
- ED 075 116
Introducing the Small Business Management Course.
- ED 075 648
Measurement and Testing Considerations for Native American Education.
- ED 075 457//
New Indian Tribalism. Working Paper.
- ED 075 149
The Original Americans. An Experimental Teaching Unit.
- ED 075 308
Osceola. The Story of an American Indian.
- ED 075 123//
The Proposed Transfer of the Indian Bureau to the Department of War.
- ED 075 109
The Role of Communications in Indian Life. Position Paper.
- ED 075 135
Songs of the Sun Dance.
- ED 075 306
Statistics Concerning Indian Education. Fiscal Year 1972.
- ED 075 129
Taxing Those They Found Here. An Examination of the Tax Exempt Status of the American Indian.
- ED 075 108//
Teacher Corps. A Model for Training Teachers. Position Paper.
- ED 075 134
A Ten-Year Plan for Indian Education: With Particular Reference to Navajo Community Schools.
- ED 075 137
The Testing of Native Americans.
- ED 075 458//
[The Minnesota Story, American Indian Legends.]
- ED 075 307
Using Satellites to Improve Efficiency in Delivery of Educational Services.
- ED 074 789
- American Literature**
Afro-American Literary Bibliographies: An Annotated List of Bibliographical Guides for the Study of Afro-American Literature, Folklore and Related Areas.
ED 074 508//
Introducing Literature of the Minorities.
ED 074 501
- American Psychological Association**
APA Ethics. A Help or Hindrance.
ED 075 472//
- American Studies**
The Rationale for Canadian Studies in Schools of the United States.
ED 075 268
Teaching About North America.
ED 075 309
- Ancillary Services**
A Guide to the Coordination of Supportive Services for Vocational Education Students.
ED 075 575
- Anglo Americans**
An Analysis of Status Mobility Patterns among Middle-Class Mexican Americans in Texas. Anglo Interaction Index. Report Six.
ED 075 153
A Bilingual Approach: Education for Understanding. Leadership Report.
ED 075 106
Educational and Occupational Aspirations and Expectations of El Paso High School Students.
ED 075 156
Linkages of Mexico and the United States. Study Based on Modified Probability Samples of Rural Michigan, the U.S. General Public, Spanish-speaking Latinos of the Southwestern United States, Urban Mexico, and Rural Mexico.
ED 075 124
- Annotated Bibliographies**
Afro-American Literary Bibliographies: An Annotated List of Bibliographical Guides for the Study of Afro-American Literature, Folklore and Related Areas.
ED 074 508//
Air Pollution Translations: A Bibliography with Abstracts - Volume 2.
ED 075 235
American Indian Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 3.
ED 075 121
An Annotated Bibliography of Empirical Studies of Laughter-Provoking Stimuli as Communication.
ED 074 533
Annotated Bibliography on Perceptual-Motor Development.
ED 075 399
Annotated/Categorized Bibliography of Social Science Journals.
ED 075 302
Annotated Selected Puerto Rican Bibliography.
ED 075 552//
Architectural/Building Programming: An Annotated Bibliography.
ED 074 629
A Bibliographical Guide to Adult Education in Rural Areas, 1918-1972.
ED 074 340
Bibliography on Racism.
ED 075 523
Chicano Children's Literature, Annotated Bibliography.
ED 075 158
Comprehension in Reading. An Annotated Bibliography.
ED 074 480
Current Literature in Family Planning, November 1972, No. 51.
ED 075 189
Energy and the Environment.
ED 075 230
Films in Early Childhood Education.
ED 075 069
High Interest-Easy Reading for Junior and Senior High School Reluctant Readers.
ED 074 524
Indian Educational Material. Annotated Quarterly Bibliography. Volume 6, Number 4, (Period Covered October-December 1971).
ED 075 287
Mental Health and Social Change: An Annotated Bibliography.
ED 074 391
Nursing Home Trainer Program Information Service. A Selected Bibliography.
ED 074 360//
Reader Development. Program: Annotated Bibliography. Supplement Two.
ED 074 318
Research and Investigation in Adult Education: 1972 Annual Register.
ED 074 333
Resources for Career Development.
ED 075 637
Selected Bibliography of Educational Materials in Pakistan, Vol. 5 No. 1, 1971: Period Covered, January-March 1971.
ED 074 845
Selected Bibliography of Educational Materials in Pakistan, Vol. 5 No. 2, 1971: Period Covered, April-June 1971.
ED 074 846
Selected Bibliography of Educational Materials in Pakistan, Vol. 5 No. 3, 1971: Period Covered, July-September 1971.
ED 074 847
Socialization of Young Children: An Abstract Bibliography.
ED 075 104
Speed Reading. An Annotated Bibliography.
ED 074 481
Suggestions for Developing an Occupational Library.
ED 075 618
Tests in Spanish and Other Languages and Nonverbal Tests for Children in Bilingual Programs: An Annotated B.E.A.R.U. Bibliography.
ED 074 852
War. Peace. Film Guide.
ED 075 310
- Annual Reports**
Annual Report of the South Carolina Commission on Higher Education.
ED 074 947
National Advisory Council on Adult Education: Annual Report.
ED 074 341
National Education Task Force De La Raza. Annual Report, 1971.
ED 075 145
National Science Foundation Annual Report 1972.
ED 075 262
Report of Sarawak Council for Further Education.
ED 074 377
- Answer Keys**
Self-Paced Physics, Documentation Report, Test Item Bank 5.3.
ED 075 258
- Anxiety**
Group Systematic Desensitization of Test Anxiety.
ED 074 406
- Appalachia**
Foxfire 2: Ghost Stories, Spring Wild Plant Foods, Spinning and Weaving, Midwifery, Burial Customs, Corn Shuckin's, Wagon Making and More Affairs of Plain Living.
ED 075 147//
The South Goes North. Volume III of Children of Crisis.
ED 075 111//
- Applied Linguistics**
International Congress of Applied Linguistics: Congress Abstracts (3rd, Copenhagen, August 21-26, 1972).
ED 074 796
- Apprenticeships**
Innovations in Apprenticeship: The Feasibility of Establishing Demonstration Centers for Apprenticeship and Other Industrial Training. Final Report.
ED 075 596//
Opening the Skilled Construction Trades to Blacks: A Study of the Washington and Indianapolis Plans for Minority Employment. Final Report.
ED 075 590//
- A Programming Language**
APL: An Intro.
ED 074 765
- A Programming Language**
APL/IV: Fourth International APL Users' Conference. June 15-16, 1972, Atlanta, Georgia, U.S.A.
ED 074 766
- Aptitude Tests**
Aptitude-Treatment Interactions with Handicapped Children: A Focus on the Measurement of the Aptitude Component.
ED 075 510
Preliminary Studies on a Test of Pattern Learning for Aptitude Assessment With Disadvantaged Students. Final Report.
ED 075 555
- Aptitude Treatment Interaction**
Personality Characteristics and Performance on Computer Assisted Instruction and Programmed Text.
ED 074 750
- Architectural Programming**
Architectural/Building Programming: An Annotated Bibliography.
ED 074 629
- Architectural Research**
Architectural/Building Programming: An Annotated Bibliography.
ED 074 629
- Architecture**
Systems and the Changing Architectural Practice.
ED 074 599
- Area Studies**
Early Indians Use Jones Valley. (Reading for "The South: Birmingham Case Study and the South as a Region", Grade Five (Unit IV) Project Social Studies.)
ED 075 280
The Rationale for Canadian Studies in Schools of the United States.
ED 075 268

192 Subject Index

- Research and Publications in New York State History 1971-72. ED 075 329
- Selected Readings on Phoenix. Grade Five, Unit: Phoenix. ED 075 271
- Status Consistency of the Projected Frames of Reference of Rural Males. ED 075 105
- A Study of Language and Area Programs. Final Report. ED 074 865
- Teaching About North America. ED 075 309
- Area Vocational Schools**
- Annual Report of the Oklahoma State Advisory Council Vocational-Technical Education (Fourth). ED 075 652
- A Project to Demonstrate Making Vocational Education More Accessible to Persons in Rural Minnesota Through Cooperative Vocational Centers. Final Report. ED 075 633
- Arizona**
- Effectiveness of Existing Eye Safety Legislation in Arizona. ED 075 632//
- A Video Tape Technique for Assessing Behavioral Correlates of Academic Performance. ED 074 747
- Arkansas**
- The Research Methods of the Arkansas Language Survey. ED 074 823
- Survey of Child Care Among Women Working in Industry in Arkansas and a Day Care Program for These Women. Final Report. ED 075 587//
- ARRIBA**
- Cultural Identity: An Approach to Preventing Delinquency Among Chicanos. ED 075 136
- Art**
- A Case Methodology for the Study of the Drawing Process and the Drawing Series. Final Report. ED 075 274
- Humanities, Religion, and the Arts Tomorrow. ED 074 492//
- Art Education**
- Women's Caucus of the College Art Association Survey of the Status of Women in 164 Art Departments in Accredited Institutions of Higher Education. ED 074 901
- Art Expression**
- A Case Methodology for the Study of the Drawing Process and the Drawing Series. Final Report. ED 075 274
- Reflections on Two Media. ED 074 724
- Asia**
- Field Experiments of Family Planning Incentives. ED 074 317
- Progress of Education in the Asian Region. Statistical Supplement. ED 075 294
- Trends in Teacher Education. Number 12, Trends in the Ruralization of Primary School Curriculum in the Seventies and the Role of Teacher Education Institutions in Asian Countries. ED 075 118
- Asian Institute of Technology**
- Asian Institute of Technology. ED 074 965//
- Assessing Behaviors of Caregivers**
- Assessing Teacher Behaviors with Infants in Day Care. ED 075 505
- Assessment**
- An Assessment of Educational Needs for Learners in Florida, 1970. ED 074 631
- Some Implications of the National Assessment Model and Data for State and Local Education. ED 074 620
- Associate Degrees**
- Analysis of Skills Needed by Graduates of Associate Degree Insurance Major. Final Report. ED 075 616
- Association of Governing Boards**
- What Is, Or Should Be, The AGB? A Report from the Membership. ED 074 964
- Association of Urban Universities**
- Summary of Proceedings of the Annual Meeting of the Association of Urban Universities (57th, Chicago, Illinois, November 7-8, 1971). Forty-Eighth Report. ED 074 891
- Associative Learning**
- Paired-Associate Learning. ED 074 456//
- Athletic Activities**
- Annual Safety Education Review 1971. ED 075 407
- Selected Volleyball Articles. Sports Articles Reprint Series. ED 075 355
- Athletic Coaches**
- Drugs and the Coach. ED 075 400
- Athletic Programs**
- Answers to Health Questions in Physical Education. ED 075 434
- Nutrition for Athletes. A Handbook for Coaches. ED 075 401
- Attention**
- Attention and Reading Achievement in First Grade Boys and Girls. Research Report No. 43. ED 074 447
- Attention as a Variable in Communication Research--The Status Quo. ED 074 531
- Attention Control**
- Conjugate Reinforcement. ED 074 767
- Attitudes**
- The Effects of an Open Experimental Program on the Attitudes and Self-Concept of Graduate Students. ED 074 935
- Environmental Attitude and Health Knowledge of Tenth Grade High School Students. ED 075 173//
- Attitude Tests**
- Workers' Bureaucratic Predispositions and Job Requirements. ED 075 677
- Audience Participation**
- Storyteller. ED 074 510//
- Audio Equipment**
- The Audio-Tape Collection: A Library Manual on Sources, Processing, and Organization. ED 075 057
- Audiolingual Methods**
- Experiment in International Living (EIL) Latin-American Spanish Volume II: An Audio-Lingual Course with Correlated Tapes. ED 074 790
- Audiovisual Aids**
- Audio Visual Based Indian Resource Unit. ED 075 303
- Closed-Circuit Television Single-handed. ED 074 733//
- The Filmstrip Collection: Complete Instructions on How to Process and Organize. ED 075 054
- K-14 Career Education Multi-Media Catalogue. ED 075 639
- Resources For Learning: A Core Media Collection for Elementary Schools. ED 074 727//
- Tune In, Drug Abuse News for Broadcasters About Broadcasting. ED 075 188
- Uses of Technology in Community Colleges: A Resource Book for Community College Teachers and Administrators. ED 075 322
- Using Visuals in Agricultural Extension Programs. ED 075 028
- Audiovisual Communication**
- The State of the Art Films in Instruction, 1972: A Second Look. ED 074 753
- Audiovisual Coordinators**
- Guidelines for Certification of Media Specialists. Extended Version. ED 074 718
- Audiovisual Instruction**
- Audiovisual Instruction; A Selective Bibliography. Exceptional Child Bibliography Series No. 653. ED 074 686
- Audio Visual Tutorial Development at the Milwaukee Area Technical College. ED 074 770
- A Catalog of Protocol Materials in Teacher Education. 1972 Revision. ED 075 349
- The Child in the Process: Affecting His Human Potential through LIFE. ED 074 650
- The Development of Protocol Materials. Acquiring Teacher Competencies: Reports and Studies. ED 075 350
- Evaluation Report of the 1970-72 Protocol Materials Unit. ED 075 374
- Guidelines for Certification of Media Specialists. Extended Version. ED 074 718
- I: An Introduction to Protocol and Training Materials. II: The Portrayal of Concepts: An Issue in the Development of Protocol Materials. ED 075 351
- Media Presentation and Concept Representation Variables in Independent Learning. Final Report. ED 074 764
- The State of the Art Films in Instruction, 1972: A Second Look. ED 074 753
- Auditory Perception**
- Screening and Assessment of Young Children. ED 075 066
- Aural Learning**
- Preschool Learning Activities for the Visually Impaired Child, A Guide for Parents. ED 074 677
- Aurally Handicapped**
- Characteristics of Hearing Impaired Students by Hearing Status. United States: 1970-71. ED 074 668
- The Child in the Process: Affecting His Human Potential through LIFE. ED 074 650
- A Comparison of the Project LIFE Vocabulary with a Functional Basic Word List for Special Pupils. ED 074 653
- Project LIFE, Visual-Perceptual Training. ED 074 652
- Auraria Higher Education Center**
- Tivoli Brewery: A Feasibility Study. ED 074 634
- Australia**
- Country Education Profiles: Australia, and Australia-Territories (Papua, New Guinea and Norfolk Island). ED 075 321
- Early Australian Pronunciation. ED 074 834
- Research Report on Some Effects of an Experimental Language Development Program on the Performance of Aboriginal Children in Their First Year at School. ED 074 857
- Australian Aboriginal Languages**
- Salvage Work in Australian Aboriginal Languages. ED 074 836
- Austria**
- Country Education Profiles: Austria. ED 075 322

Austro Asiatic Languages

- Contemporary Cambodian: Introduction.
ED 074 819

Autism

- PROJECT SED: Trail-blazing for Severely Disturbed Youngsters in a Public School.
ED 074 675
Social Punishment in the Modification of a Pre-School Child's "Autistic-Like" Behavior with Mother as Therapist.
ED 075 068

Automatic Indexing

- Machine-Aided Indexing.
ED 075 038//

Bachelors Degrees

- Earned Degrees Conferred: 1969-70 Summary Data.
ED 074 986

Bahrain

- Country Education Profiles: Bahrain.
ED 075 323

Beginning Reading

- Attention and Reading Achievement in First Grade Boys and Girls. Research Report No. 43.
ED 074 447
Current Basic Research in Beginning Reading.
ED 074 444
Using Children's Literature in the Reading Program.
ED 074 474

Beginning Teachers

- The Beginning Teacher Can Foster Critical Thinking.
ED 075 390

Behavior

- Dramatism and Development.
ED 074 497//

Behavioral Counseling

- Counseling for Change: A New Perspective.
ED 074 432

Behavioral Objectives

- Behavioral Outcomes for Career Education. Proceedings (29th Rutgers Guidance Conference, New Brunswick, N. J., October 18, 1972).
ED 074 398
Behavior Modification for Teachers.
ED 075 373
Career Motivation: Curriculum Guide for Grades K-6. Ohio's Career Continuum.
ED 075 641
Driver Education Task Analysis. Volume IV: The Development of Instructional Objectives. Final Report.
ED 075 623
Driver Education Task Analysis. Volume II: Task Analysis Methods. Final Report.
ED 075 624
The Effects of Empirical Program Revision and the Presentation of Objectives on Student Performance.
ED 074 712
Evaluation of the Effects of the Eager to Learn Teacher Inservice Television Series.
ED 074 757
A Field Test of the Effectiveness of One of the Utah State University Protocol Training Materials, In An Inservice Workshop Setting.
ED 075 341
A Guide for the Teacher of the Trainable Mentally Handicapped.
ED 074 667
Incidental and Relevant Learning with Instructional Objectives.
ED 074 732
Interpersonal Competence: A Paradigm for Planned Change in Undergraduate Communication Instruction.
ED 074 540
Management System for EMR Work Study Program.
ED 074 670
Programmed Math Continuum, Level One, Algebra, Measurable Behavioral Objectives.
ED 075 201
Revised Listing of Objectives, Appendix I.
ED 075 257
A System of Objectives in Reading. A Draft Manual for the Selection of Reading Objectives in Project SPPED.
ED 074 440

Theoretical Framework: Some Basic Issues Related to Methods and Media Selection.
ED 074 741

Behavioral Science Research

- APA Ethics. A Help or Hindrance.
ED 075 472//
Attention as a Variable in Communication Research--The Status Quo.
ED 074 531
Bilingual Education and Accountability: A Perceptual View.
ED 074 817
Communication Correlates of Commitment.
ED 074 554
Dimensions of a Substantive Rhetoric.
ED 074 539

Behavior Change

- Behavior Modification: An Issue for the Teacher?
ED 075 475//
Behavior Modification for Teachers.
ED 075 373
Behavior Modification in Group Therapy.
ED 074 429
Belief System Change in Student Teachers.
ED 075 368
Beyond Freedom and Dignity.
ED 075 476//
A Brief Overview of Research on Teacher Effectiveness and the Relevancy of Educational Psychology.
ED 075 478//
The Buddy System Model: Community-Based Delinquency Prevention Utilizing Indigenous Nonprofessionals as Behavior Change Agents.
ED 074 394
The Effectiveness of Paraprofessional Students As Behavior Consultants to Teachers. Final Report.
ED 075 421
Emphasis: Prescription.
ED 075 102
Freedom as a Result of Control?
ED 075 477//
Institutional Design: An Administrative Approach.
ED 075 479//
An Investigation of the Influence of Student Behavior on Teacher Behavior.
ED 075 387
PROJECT SED: Trail-blazing for Severely Disturbed Youngsters in a Public School.
ED 074 675
Social Punishment in the Modification of a Pre-School Child's "Autistic-Like" Behavior with Mother as Therapist.
ED 075 068
Techniques to Improve Classroom Control and Instruction.
ED 075 474//
Training Manpower Development Work Supervisors in the Use of Behavior Modification Techniques to Teach Job-Required Skills. Special Report.
ED 075 655//
Vicarious Influences on Children's Creative Behavior.
ED 075 089

Behavior Development

- Behavior Modification for Teachers.
ED 075 373
Children and Youth: Psychosocial Development.
ED 075 095//
Problems in the Application of Behavior Modification Principles for Teaching Job-Required Behaviors to Disadvantaged Manpower Trainees. Special Report.
ED 075 656//

Behavior Patterns

- Approaches to Use of Observational Methods of a Study of Parent-Child Interaction.
ED 075 072
Attachment Behavior in Thirteen-Month-Old, Opposite Sex Twins.
ED 075 079
Patterns of Teacher Behavior in Preschool Programs.
ED 075 092

Behavior Problems

- Ritalin for School Children: The Teachers' Perspective.
ED 075 426

Behavior Standards

- Driver Education Task Analysis. Volume I: Task Descriptions. Final Report (August 1969-July 1970).
ED 075 571//
Driver Education Task Analysis. Volume II: Task Analysis Methods. Final Report.
ED 075 624
Ritalin for School Children: The Teachers' Perspective.
ED 075 426

Behavior Theories

- Attention as a Variable in Communication Research--The Status Quo.
ED 074 531
Behavior Modification: An Issue for the Teacher?
ED 075 475//
Beyond Freedom and Dignity.
ED 075 476//

Belgium

- Country Education Profiles: Belgium.
ED 075 324

Bender Gestalt Test

- The Bender Gestalt Test with the Human Figure Drawing Test for Young School Children. A Manual for Use with the Koppitz Scoring System.
ED 074 645

Benefits

- A Survey of Recent Literature Relevant to Optimizing the Benefits of Youth Projects for Rural Youth in the Southeastern States. Final Report.
ED 075 591//

Bibliocounseling

- The Effects of Group Bibliocounseling on Selected Fourth-Grade Students Who Are Underachieving in Reading.
ED 074 460//

Bibliographies

- Afro-American Literary Bibliographies: An Annotated List of Bibliographical Guides for the Study of Afro-American Literature, Folklore and Related Areas.
ED 074 508//
Air Pollution Technical Publications of the U.S. Environmental Protection Agency.
ED 075 231
APL/IV: Fourth International APL Users' Conference. June 15-16, 1972, Atlanta, Georgia, U.S.A.
ED 074 766
Audiovisual Instruction; A Selective Bibliography. Exceptional Child Bibliography Series No. 653.
ED 074 686
Best-Selling Children's Books.
ED 074 466//
A Bibliographical Guide to Structural Development.
ED 074 375
Canadian Research in Adult Education: A Bibliography of Masters' Theses and Doctoral Dissertations.
ED 074 376
A Collection of Resources for the Environmentally Concerned Educator.
ED 075 190
Computing Newsletter for Schools of Business.
ED 074 702//
Counseling and Psychotherapy; A Selective Bibliography. Exceptional Child Bibliography Series No. 629.
ED 074 683
Directories of Services and Facilities; A Selective Bibliography. Exceptional Child Bibliography Series No. 638.
ED 074 684
On the Improvement of Instruction in Higher Education: A Bibliography.
ED 074 898
Migrant Education. A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 3.
ED 075 162
Minority Groups/Disadvantaged Youth; A Selective Bibliography. Exceptional Child Bibliography Series No. 646.
ED 074 685
Multiply Handicapped Children: A Bibliography.
ED 075 098

194 Subject Index

- Open Education: An Abstract Bibliography. ED 075 099
Physically Handicapped/Special Health Problems and Cerebral Palsy; A Selective Bibliography. Exceptional Child Bibliography Series No. 628. ED 074 682
Programed Instruction; A Selective Bibliography. Exceptional Child Bibliography Series No. 654. ED 074 687
Research and Publications in New York State History 1971-72. ED 075 329
"Revolution" and "Intervention." A Bibliography for Classroom Use. ED 075 289
Supplement to Abstracts of Instructional Materials for Career Education. ED 075 576
- Bibliotherapy**
The Effects of Group Bibliocounseling on Selected Fourth-Grade Students Who Are Underachieving in Reading. ED 074 460//
- Biculturalism**
Crisis in Red and White - An Educational Dilemma. Position Paper. ED 075 132
The Hispanic Experience in New Jersey Schools: An Issue Paper on a Topical Subject in Education. ED 074 831
Things to Do....Activities for a Bilingual Classroom. ED 074 828
- Bilingual Education**
A Bilingual Approach: Education for Understanding. Leadership Report. ED 075 106
Bilingual Education and Accountability: A Perceptual View. ED 074 817
Bilingual Education and Early Childhood. ED 074 868
Content Analysis Schedule for Bilingual Education Programs: Ukiah Indian, Mexican-American Bilingual-Bicultural Program. ED 074 856
Content Analysis Schedule for Bilingual Education Programs: The Bilingual School, P.S. 25. ED 074 862
Content Analysis Schedule for Bilingual Education Programs: Albuquerque Public School Bicultural-Bilingual Program. ED 074 863
Content Analysis Schedule for Bilingual Education Programs: Building Bilingual Bridges. ED 074 864
Content Analysis Schedule for Bilingual Education Programs: Region XIII Bilingual Education. ED 074 870
Content Analysis Schedule for Bilingual Education Programs: Bilingual Education Project for Navajo. ED 074 871
Content Analysis Schedule for Bilingual Education Programs: Bilingual Elementary Education Program. ED 074 872
Content Analysis Schedule for Bilingual Education Programs: Bilingualism in an Open School Education Program. ED 074 873
Content Analysis Schedule for Bilingual Education Programs: Compton Elementary Bilingual Education Plan. ED 074 874
Content Analysis Schedule for Bilingual Education Programs: Las Cruces Elementary School Bilingual Project. ED 074 875
Content Analysis Schedule for Bilingual Education Programs: The Lorain City Bilingual Education Program. ED 074 876
Content Analysis Schedule for Bilingual Education Programs: Pomona Bilingual Leadership Program. ED 074 877
Content Analysis Schedule for Bilingual Education Programs: The North Country Bilingual Project. ED 074 878
- Content Analysis Schedule for Bilingual Education Programs: Colorado City Center to Aid Bilingual Education. ED 074 879
Content Analysis Schedule for Bilingual Education Programs: Del Valle Bilingual Education Program. ED 074 880
Content Analysis Schedule for Bilingual Education Programs: Bilingual Education in a Consortium. ED 074 881
Content Analysis Schedule for Bilingual Education Programs: Adaptations of Bilingual Education. ED 074 882
An Evaluative Study of Instructional Strategies and Pupil Cognitive Learning in an English as a Second Language Program of a Spanish-English Bilingual Education Project. ED 075 504
The Hispanic Experience in New Jersey Schools: An Issue Paper on a Topical Subject in Education. ED 074 831
Learning English as a Second Language: A Summary of Research Department Studies. ED 074 793
Tests in Spanish and Other Languages and Nonverbal Tests for Children in Bilingual Programs: An Annotated B.E.A.R.U. Bibliography. ED 074 852
They Help Each Other Learn: A Group Participation and Leadership Training Manual. ED 074 829
Things to Do....Activities for a Bilingual Classroom. ED 074 828
A Title I ESEA Case Study: Spanish English Developmental Program, Buffalo, New York. ED 074 869
We Learn Together: A Small Group Process Manual for Secondary Teachers. ED 074 827
- Bilingualism**
Materiales en Marcha para el Esfuerzo Bilingüe-Bicultural (Materials on the March for the Promotion of Bilingualism/Biculturalism). September 1972. ED 074 833
Materiales en Marcha para el Esfuerzo Bilingüe-Bicultural (Materials on the March for the Promotion of Bilingualism/Biculturalism). November, 1972. ED 074 851
- Biographies**
Osceola. The Story of an American Indian. ED 075 123//
- Biological Sciences**
The Life Sciences and Society: An Approach to the Study of the Black Experience. ED 074 959
- Birth Order**
Birth Control, Family Configuration and Verbal Achievement. ED 074 426
Children's Discrimination of Sibling Role Concepts. ED 075 077
The "Younger-Minority Boy" as a Clue to the Source of Achievement Orientation. ED 074 433
- Black Community**
Black Psychology. ED 075 542//
- Blind**
The Development and Application of Intelligence Tests for the Blind: A Research Utilization Conference. Final Report. ED 074 655
Development and Demonstration of Communication Systems for the Blind and Deaf/Blind. Braille Communication Terminals and Tactile Paging Systems. Final Report. ED 074 663
Multi-Handicapped Blind Persons Can Work. ED 074 665
Preschool Learning Activities for the Visually Impaired Child, A Guide for Parents. ED 074 677
Transcription of "In Darkness" via DOTSYS III and the BRAILLEMBOSS. ED 074 661
- Board Administrator Relationship**
The School Board President. Guidelines for Better Board Meetings. ED 074 616
- Board of Education Meetings**
The School Board President. Guidelines for Better Board Meetings. ED 074 616
- Board of Education Policy**
School Board Policies on Leaves and Absences. Educational Policies Development Kit. ED 074 618
The School Board President. Guidelines for Better Board Meetings. ED 074 616
- Boards of Education**
The School Board President. Guidelines for Better Board Meetings. ED 074 616
- Body Image**
Body Buffer Zone and Proxemics in Blocking. ED 074 541
- Body Language**
Body Buffer Zone and Proxemics in Blocking. ED 074 541
- Boehm Test of Basic Concepts**
Emphasis: Identification. ED 075 101
- Bond Issues**
Bond Management - Higher Education. ED 074 954
- Book Catalogs**
Best-Selling Children's Books. ED 074 466//
- Booklists**
RIF's [Reading is Fundamental] Guide to Book Selection 1973. ED 074 455
- Book Reviews**
Beyond Freedom and Dignity. ED 075 476//
- Books**
Right On, A List of Books By and About the American Negro. ED 075 061
- Botswana**
Country Education Profiles: Botswana. ED 075 325
- Braille**
Transcription of "In Darkness" via DOTSYS III and the BRAILLEMBOSS. ED 074 661
- Branching**
Fixed Sequence and Multiple Branching Strategies in Computer Assisted Instruction. Research Report. ED 074 707//
- British Columbia**
English for "Old" Canadians: The Finnish Project in British Columbia. ED 074 383
- Broadcast Industry**
Advertising and the Public Interest. A Staff Report to the Federal Trade Commission. ED 074 777
Cable Television: From Here to Where? ED 074 786
A Free and Responsive Press. The Twentieth Century Fund Task Force Report for a National News Council. ED 074 717//
The Growth of Television in the United States (1960 to 1980). ED 074 785
Regulation of Cable Television by the State of New York. ED 074 788
- Budgeting**
Cost Finding Principles and Procedures. Preliminary Field Review Edition. Technical Report 26. ED 074 883
Introduction to the Resource Requirements Prediction Model 1.6. ED 074 999

- Management / Systems and Budgeting Methodology: Do They Meet the Needs and Will They Work? Studies in Management. ED 075 378
Resource Requirements Prediction Model 1.6 Reports. ED 075 000
Summary of Proceedings of the Annual Meeting of the Association of Urban Universities (57th, Chicago, Illinois, November 7-8, 1971). Forty-Eighth Report. ED 074 891
- Building Conversion**
Tivoli Brewery: A Feasibility Study. ED 074 634
- Building Design**
Systems and the Changing Architectural Practice. ED 074 599
- Building Improvement**
Tivoli Brewery: A Feasibility Study. ED 074 634
- Building Operation**
Programmed Cleaning and Environmental Sanitation. ED 074 613//
- Building Plans**
A Plan for Action or How To Change Old Schools into Open Space Schools Without Any Money! A Workshop. ED 074 632
- Building Trades**
Opening the Skilled Construction Trades to Blacks: A Study of the Washington and Indianapolis Plans for Minority Employment. Final Report. ED 075 590//
- Bulgaria**
Country Education Profiles: Bulgaria. ED 075 326
- Bulletins**
The Evergreen State College Bulletin 1973-74. ED 074 949
- Bureau of Indian Affairs**
American Indians and Their Federal Relationship. Plus a Partial Listing of Other United States Indian Groups. ED 075 131
"Indian Education in the Bureau of Indian Affairs." ED 075 130
The Proposed Transfer of the Indian Bureau to the Department of War. ED 075 109
Statistics Concerning Indian Education. Fiscal Year 1972. ED 075 129
- Business**
Introducing the Small Business Management Course. ED 075 648
- Business Administration**
Computing Newsletter for Schools of Business. ED 074 702//
- Business Education**
Communications and Decision Making. Instructor's Guide for an Adult Course. ED 074 352
Environmental Relationships in Business. Instructor's Guide for an Adult Course. ED 074 351
Modern Trends in Persuasion in Business and Industry. ED 074 564
Status Report of 1970-71 WMU Graduates Certified for Business Education Teaching. ED 075 354
- Cable Television**
Americas Unidas; Pilot Broadcasting Program Los Angeles, California. ED 074 722
Cable in Mass 2. ED 074 710//
Cable Television: A Guide to Federal Regulations. ED 074 783//
Cable Television: A Handbook for Decision-making. ED 074 778//
Cable Television: A Summary Overview for Local Decisionmaking. ED 074 779//
Cable Television: Citizen Participation in Planning. ED 074 781//
Cable Television: Citizen Participation After the Franchise. ED 074 784//
Cable Television: From Here to Where? ED 074 786
Cable Television: Technical Considerations in Franchising Major Market Systems. ED 074 782//
Cable Television: The Process of Franchising. ED 074 780//
The Computer in the Living Room. ED 074 735//
Regulation of Cable Television by the State of New York. ED 074 788
- California**
[Counselor-Counselee Ratios in California Junior Colleges 1972-1973.] ED 075 009
An Evaluation of a Staff- and Community-Implemented Model Integrating Career Development Concepts in a Total Educational Program, K-12. Final Report. ED 075 601
Evaluation System Model for the Basic Functions of Vocational Education in California: A Computer Based Evaluation System for Vocational Education. ED 075 667
Executive Abstracts: Summary of the Title I Evaluation, 1971-1972 School Year. ED 075 533
Paying for Public Schools. Issues of School Finance in California. ED 074 597//
Results of Tax, Bond and Loan Elections in California School Districts, 1971-1972. ED 074 589
- California Education Information System**
CEIS Overview. ED 075 048
- Calisthenics**
Sind Sie fit (Are You in Shape)? Calisthenics in German. ED 074 848
- Cambodian**
Contemporary Cambodian: Introduction. ED 074 819
Intermediate Cambodian Reader. ED 074 858//
- Campus Planning**
Clackamas Community College Master Planning Program. Final Report. ED 075 008
- Canada**
Cable Television: From Here to Where? ED 074 786
Canadian Research in Adult Education: A Bibliography of Masters' Theses and Doctoral Dissertations. ED 074 376
Educational Media and Copyright; A Position Paper for Educational Media Association of Canada. ED 074 756
An Evaluation of an Interdisciplinary Program in an Elementary Teacher-Education Curriculum. ED 075 115
The "Graduate" Study. ED 074 794
Learning English as a Second Language: A Summary of Research Department Studies. ED 074 793
Metrication: A Guide for Consumers. ED 075 683//
The Professional Preparation of Reading Teachers and Specialists in Canadian Universities. ED 074 457
The Rationale for Canadian Studies in Schools of the United States. ED 075 268
Reception Areas of Non-English Speaking Pupils: An Extension of Cost Analysis Data. ED 074 795
Vocational and Technical Training-1970-71. ED 075 599
- Career Choice**
Careers and College Students. ED 074 393
Cursos in Educacion Vocacional (Courses in Vocational Education): A Spanish Language Introduction to the Various Areas of Vocational and Technical Education Commonly Available in the Vocational Secondary Schools of Pennsylvania. ED 074 826
Mexican American Youth and Vocational Education in Texas: Summary and Recommendations. INSTbb02780 ED 075 117
Reported Job Interest and Perceived Utilization of Talents and Training by Airmen in 97 Career Ladders. ED 075 634
Women: Personal and Environmental Factors in Career Choice. ED 074 400
- Career Education**
The All Volunteer Navy and The Schools: Recommendations for Integration of Navy Careers into Career Education. Final Report. ED 075 602
Behavioral Outcomes for Career Education. Proceedings (29th Rutgers Guidance Conference, New Brunswick, N. J., October 18, 1972). ED 074 398
Career Education (Alabama). ED 075 662
Career Education: The Student in Focus. ED 075 625
Career Motivation: Curriculum Guide for Grades K-6. Ohio's Career Continuum. ED 075 641
An Evaluation of a Staff- and Community-Implemented Model Integrating Career Development Concepts in a Total Educational Program, K-12. Final Report. ED 075 601
Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities. Interim Report. ED 075 610
International/Intercultural Education Reports. ED 075 338
K-14 Career Education Multi-Media Catalogue. ED 075 639
Lincoln County Exemplary Program in Vocational Education, Resource Units Developed by Exemplary Teachers for Grades 1-12, Volume IV of Volume I. ED 075 611
National Conference on Career Education. Final Report. ED 075 570
The Newsletter of the National World of Work Economics Education Project. ED 075 296
An Occupational Vocational Education Model for the State of Delaware. (October 1, 1971-September 30, 1972). Interim Report. ED 075 686
"Operation Bridge" - An Innovative Comprehensive Vocational Education Program for Disadvantaged Youth. Second Interim Report. ED 075 578
Product Evaluation at the Career Development Center. 1971-72 Final Report. ED 075 574
A Program for Early Detention and Attitudinal Reorientation of Potential School Dropouts. ED 074 407
Questions for Resolution in Career Education. ED 075 627
Report on the Vocational Education Effort in Iowa, 1972. ED 075 671
Research Model for Levels Nine and Ten: Lincoln County School Based Model for Career Education, Volume III of Volume I. ED 075 613
Resources for Career Development. ED 075 637
The Role of Industrial Arts in Career Education. ED 075 650
Search and Assessment of Commercial Career Education Materials. ED 075 657

- A Suggestive Resource Unit for Levels Seven and Eight Using the Occupational Clusters in Career Orientation, Volume II of Volume I. ED 075 612
Supplement to Abstracts of Instructional Materials for Career Education. ED 075 576
- Career Ladders**
New Careers Positions Descriptions: Sourcebook for Trainers, Entry Level. ED 075 595//
- Career Opportunities**
Career Education (Alabama). ED 075 662
National Assessment of the New Careers Program, July 1967-October 1969. Final Report. ED 075 585//
- Career Opportunities Program**
Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume IV: Career Opportunities Program Impact Evaluation (COP). ED 074 594
Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume V: Appendix. Career Opportunities Program Impact Evaluation (COP). ED 074 595
- Career Planning**
Career Development: A California Model for Career Guidance Curriculum K-Adult. California Personnel and Guidance Association Monograph Number 5. ED 075 672//
Career Education (Alabama). ED 075 662
CCAF: Introspect to Innovation. ED 075 010
- Careers**
Correlates of the Perception of Occupational Prestige. ED 074 411
- Carpeting**
Programmed Cleaning and Environmental Sanitation. ED 074 613//
- Case Studies**
An Annotated Bibliography of Empirical Studies of Laughter-Provoking Stimuli as Communication. ED 074 533
Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume I: Introduction and Methodology. ED 074 591
Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume II: Case Studies. ED 074 592
Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume III: Results and Policy Recommendations. ED 074 593
- Caseworker Approach**
The Vocational Rehabilitation of Deaf People. ED 075 642
- Cataloging**
The Audio-Tape Collection: A Library Manual on Sources, Processing, and Organization. ED 075 057
The Filmstrip Collection: Complete Instructions on How to Process and Organize. ED 075 054
The Library Picture File: A Complete System of How to Process and Organize. ED 075 053
The Pamphlet Library: Use of the Sha-Frame System. ED 075 055
- Catalogs**
A Catalog of Protocol Materials in Teacher Education. 1972 Revision. ED 075 349
K-14 Career Education Multi-Media Catalogue. ED 075 639
Teacher Education Programs and Certification Policies. 1972 Edition. ED 075 365
- Cathode Ray Tube**
Variables Influencing The Perception of Flicker In Wide Angle CRT Displays. ED 074 755
- Catholic Schools**
The Catholic University in the Modern World. ED 074 907
- CATV**
Cable Television: A Summary Overview for Local Decisionmaking. ED 074 779//
- Caucasians**
Paying for Our Schools: Is There a Better Way? Group II. ED 074 641
Paying for Our Schools: Is There a Better Way? Group IV. ED 074 643
- Census Figures**
Persons of Spanish Origin in the United States: March 1972 and 1971. Population Characteristics. Current Population Reports. ED 075 143
- Cerebral Palsy**
Physically Handicapped/Special Health Problems and Cerebral Palsy; A Selective Bibliography. Exceptional Child Bibliography Series No. 628. ED 074 682
- Certification**
Guidelines for Certification of Media Specialists. Extended Version. ED 074 718
- Change Agents**
Belief System Change in Student Teachers. ED 075 368
The Buddy System Model: Community-Based Delinquency Prevention Utilizing Indigenous Nonprofessionals as Behavior Change Agents. ED 074 394
Teacher Sensitivity to Curricular Forces. ED 075 394
- Changing Attitudes**
Can Humor Increase Persuasion, Or Is It All a Joke? ED 074 553
Effects of Two Experiential Approaches on Attitudes Toward Growth Groups. ED 074 428
An Evaluation of a Race Relations Seminar. ED 074 366
Evaluation of the Youth Tutoring Youth Program, Summer 1972. Research and Development Report, Volume 6, Number 10. ED 075 560
An Input-Output Assessment of Community College Graduates. ED 075 020
Life-Long Education: Problems, Tasks, Conditions. ED 074 327
- Characterization (Literature)**
Chicano Children's Literature, Annotated Bibliography. ED 075 158
- Child Care**
Day Care Facts. ED 075 631
Service to Children in Their Own Homes: Its Nature and Outcome. ED 075 070
Survey of Child Care Among Women Working in Industry in Arkansas and a Day Care Program for These Women. Final Report. ED 075 587//
- Child Development**
[A Description of Project F. O. O. D.--Focus on Optimal Development of Children, Durham, North Carolina.] ED 075 013
- Child Mental Health in the '70's. ED 075 516
Films in Early Childhood Education. ED 075 069
Methods and Results of an Every-Child Program for the Early Identification of Developmental Deficits. ED 074 672
- Childhood Interests**
Using Children's Literature in the Reading Program. ED 074 474
- Child Rearing**
Approaches to Use of Observational Methods of a Study of Parent-Child Interaction. ED 075 072
Practices of Low-Income Families in Feeding Infants and Small Children, With Particular Attention to Cultural Subgroups. ED 075 564
- Children**
Children's Reading Interests: A Wellington Survey. ED 074 452//
Explorations in Children's Writing. ED 074 525
Labels and Children's Perception of Faces. ED 075 078
New Indian Tribalism. Working Paper. ED 075 149
Recall and Recognition of Pictures by Children as a Function of Organization and of Distractor Similarity. ED 075 075
Socialization of Young Children: An Abstract Bibliography. ED 075 104
Young Tanzanians and the Cinema: A Study of the Effects of Selected Basic Motion Picture Elements and Population Characteristics on Filmic Comprehension of Tanzanian Adolescent Primary School Children. ED 074 743
- Childrens Books**
Best-Selling Children's Books. ED 074 466//
Chicano Children's Literature, Annotated Bibliography. ED 075 158
Children's Books 1972: A List of Books for Preschool Through Junior High School Age. ED 075 064
Children's Reading Interests: A Wellington Survey. ED 074 452//
Osceola. The Story of an American Indian. ED 075 123//
Pass the Poetry, Please! Using Poetry in Pre-Kindergarten-Six Classrooms. ED 074 495//
RIF's [Reading is Fundamental] Guide to Book Selection 1973. ED 074 455
Using Children's Literature in the Reading Program. ED 074 474
- Child Welfare**
A Model for Intake Decisions in Child Welfare. ED 075 085
Service to Children in Their Own Homes: Its Nature and Outcome. ED 075 070
- Child Welfare League of America**
A Model for Intake Decisions in Child Welfare. ED 075 085
- Chinese Americans**
Content Analysis Schedule for Bilingual Education Programs: Building Bilingual Bridges. ED 074 864
- Church Related Colleges**
The Church, the College, and the State--Changing Patterns of Relationship. ED 074 921
- Church Role**
The Catholic University in the Modern World. ED 074 907
Community College - Church Project of the Church in Higher Education. Preliminary Report. Project and Community College Institute of Columbia University. ED 075 013

Citizen Participation

- Cable in Mass 2. ED 074 710//
 Cable Television: A Summary Overview for
 Local Decisionmaking. ED 074 779//
 Cable Television: Citizen Participation in
 Planning. ED 074 781//

City Planning

- Cable Television: The Process of Franchising.
 ED 074 780//

City Problems

- Emerging Urban Problems and Their Sig-
 nificance for School District Organization in
 the Great Plains States. ED 074 579//

Civil Defense

- Civil Defense, U. S. A.: A Programmed Ori-
 entation to Civil Defense. Unit 1. Civil Defense -
 Protection Against What? ED 074 311
 Civil Defense, U. S. A.: A Programmed Ori-
 entation to Civil Defense. Unit 2. Nuclear
 Weapons Effects and Shelter. ED 074 312
 Civil Defense, U. S. A.: A Programmed Ori-
 entation to Civil Defense. Unit 3. Natural Dis-
 asters. ED 074 313
 Civil Defense, U. S. A.: A Programmed Ori-
 entation to Civil Defense. Unit 4. Warning, Em-
 ergency Operations, and Support Programs. ED 074 314
 Civil Defense, U. S. A.: A Programmed Ori-
 entation to Civil Defense. Unit 5. Governmental
 Responsibilities for Civil Defense. ED 074 315

Civil Liberties

- Columbia University Affirmative Action Pro-
 gram (Condensed Version). ED 074 897
 The Rights of Teachers. The Basic ACLU
 Guide to a Teacher's Constitutional Rights. An
 American Civil Liberties Union Handbook. ED 075 340//

Civil Rights

- Higher Education Guidelines for Executive
 Order 11246. ED 074 893
 Measurement and Testing Considerations for
 Native American Education. ED 075 457//
 Taxing Those They Found Here. An Examina-
 tion of the Tax Exempt Status of the American
 Indian. ED 075 108//
 Understanding Fair Housing. ED 075 565

Civil Rights Act Title IV

- Title IV and School Desegregation: A Study of
 a Neglected Federal Program. ED 075 520

Civil Rights Legislation

- Enforcing Equality in Housing and Employ-
 ment Through State Civil Rights Laws. The
 Administrative Process Project (1969-1972).
 ED 075 674//

Clackamas Community College

- Clackamas Community College Master
 Planning Program. Final Report. ED 075 008

Class Activities

- Learning to Earn a Living: A Resource Guide
 for Implementation of the State Curriculum for
 the Educable Mentally Retarded. ED 074 664

Classification

- The Atlanta/Urban Institute School Classifi-
 cation Project. ED 075 545
 An Empirical Comparison of the Accuracy of
 Selected Multivariate Classification Rules. ED 075 496
 Guidelines for Identifying, Classifying, and
 Serving the Disadvantaged and Handicapped
 Under the Vocational Education Amendments
 of 1968. ED 075 580
 Observing and Recording Nonverbal Data in
 Human Transactions. ED 074 528

- Research In Computer-Assisted Explanation
 Applied To Navy Training Manuals. Final Re-
 port 1 March 71 - 29 February 72. ED 074 729//

Classroom Communication

- An Investigation of the Influence of Student
 Behavior on Teacher Behavior. ED 075 387
 Relationships Between Concerns and Verbal
 Behavior in Elementary School Teachers. ED 075 366
 Role-Playing Methods in the Classroom. ED 075 276//

Classroom Environment

- The Influence of Interpersonal Skill Training
 on the Social Climate of Elementary School
 Classrooms. ED 075 386

Classroom Games

- Recipes for Teaching Foreign Languages in
 Oklahoma. ED 074 844
 Simulation in the Classroom. ED 074 725//

Classroom Materials

- Recipes for Teaching Foreign Languages in
 Oklahoma. ED 074 844

Classroom Observation Techniques

- The Influence of Interpersonal Skill Training
 on the Social Climate of Elementary School
 Classrooms. ED 075 386
 An Investigation of the Influence of Student
 Behavior on Teacher Behavior. ED 075 387
 Using Non-Participant Observation in Curricu-
 lum Assessment: A Case Example. ED 075 295
 A Video Tape Technique for Assessing
 Behavioral Correlates of Academic Per-
 formance. ED 074 747

Classroom Research

- A Study of Field Participation and Classroom
 Experiences and their Effects upon the Percep-
 tions of Prospective Teachers. ED 075 381

Classroom Techniques

- Role-Playing Methods in the Classroom.
 ED 075 276//

Cleaning

- Programmed Cleaning and Environmental
 Sanitation. ED 074 613//

Closed Circuit Television

- Closed-Circuit Television Single-handed.
 ED 074 733//
 Small-Studio Video Tape Production. ED 074 704//

Cloze Procedure

- Comprehension in Reading. An Annotated
 Bibliography. ED 074 480
 Context Clues Used by Sixth Grade Readers of
 Expository and Narrative Discourse. ED 074 461//

Cluster Grouping

- Clustering and Socially-Directed Behaviors in a
 Playgroup of One-Year Olds. Appendix 2. ED 075 073

Cocounseling

- Inservice Education: Consultation and Related
 Services for Nursing Home Personnel. Final
 Report. ED 074 359//

Cocurricular Activities

- Participation in Student Activities as a Variable
 in the Educational Attainment and Expectation
 Process. ED 074 408

Codification

- Observing and Recording Nonverbal Data in
 Human Transactions. ED 074 528

- Office of Education Instructional Codes, Titles
 and Definitions for Use in Distributive Educa-
 tion. ED 075 629

Coeducation

- [A Survey of the Current Status and Plans of
 Colleges Traditionally for Women Only.] ED 074 912

Cognitive Ability

- Affective and Cognitive Correlates of Class-
 room Achievement: Research for the Coun-
 selor. ED 074 430
 The Effect of Grouping in the Electronics
 Laboratory on Cognitive and Psychomotor
 Achievement. ED 075 678//

Cognitive Development

- Attention & Cognitive Style, FY 1972. ED 075 087
 Cognitive and Affective Orientations of Ele-
 mentary School Children Toward Air, Water,
 and Soil Pollution. ED 075 178//
 Developmental Aspects of Understanding and
 Evaluating Television Content. ED 075 096
 Evaluation of Cognitive Development with
 Piaget-Type Tests: Study of Young Bright,
 Average, and Retarded Children. Final Report.
 ED 075 065
 Inducing Stage III Seriation Capabilities in Kin-
 dergarten Children Through Cue Fading and
 Reinforcement. ED 075 180//
 An Investigation of Portions of a Model for
 Acquisition of Conservation and Measurement
 of Length Based on Performance of Selected
 Second Grade Children on Six Piaget-Type
 Tasks. ED 075 184//
 An Investigation of the Development of
 Selected Topological Properties in the
 Representational Space of Young Children. ED 075 198
 Learning Styles and Teaching Strategies. ED 075 275
 Performance of Retardates on Piagetian Tasks
 as a Function of Ethnicity. ED 075 177//
 Piaget's Theory as the Basis for the Assessment
 of Reading Disability and Suggested Remedia-
 tion Through an Adapted Science Curriculum.
 ED 075 172//

Cognitive Measurement

- Physiological Indices of a Simple Cognitive
 Task. ED 074 774

Cognitive Processes

- Anticipation of Cognitive Behavior of Mentally
 Retarded and Normal Children. ED 074 689
 Dimensions of a Substantive Rhetoric. ED 074 539
 Individual Differences in Learning and Reten-
 tion. Final Report. ED 074 485
 The Interdependence of Creative Attitude and
 Creative Ability. ED 075 515
 A Study of Retention of Verbal Material. Final
 Report. ED 074 484

Cognitive Tests

- Affective and Cognitive Correlates of Class-
 room Achievement: Research for the Coun-
 selor. ED 074 430
 Evaluation of Cognitive Development with
 Piaget-Type Tests: Study of Young Bright,
 Average, and Retarded Children. Final Report.
 ED 075 065
 Physiological Indices of a Simple Cognitive
 Task. ED 074 774

Collective Bargaining

- Collective Bargaining and University
 Governance. ED 074 928
 Collective Bargaining in Higher Education:
 Contract Content - 1972. ED 074 923

198 Subject Index

- Collective Bargaining: Professional Negotiations. ED 074 906
- The Effects of Faculty Collective Bargaining on Higher Education. ED 074 918
- Faculty Bargaining: A Conceptual Discussion. Final Report. ED 074 993
- Collective Decision Making**
An Assessment of a Survey Feedback-Problem Solving-Collective Decision Intervention in Schools. Final Report. ED 074 602
- Collective Negotiation**
Collective Bargaining and University Governance. ED 074 928
- Collective Bargaining in Higher Education: Contract Content - 1972. ED 074 923
- Collective Bargaining: Professional Negotiations. ED 074 906
- Collective Negotiations and Teachers' Salaries: A Survey of the Evidence. ED 075 360
- The Effects of Faculty Collective Bargaining on Higher Education. ED 074 918
- Faculty Bargaining: A Conceptual Discussion. Final Report. ED 074 993
- Teacher and Administrator Attitudes Toward Collective Negotiation Issues. ED 074 624
- Teacher Characteristics and Collective Bargaining Militancy. ED 074 604
- College Admission**
A Better Chance: Evaluation of Student Attitudes and Academic Performance, 1964-1972. ED 075 556
- College Attendance**
Personality Changes Associated With a College Education. ED 074 987
- College Bound Students**
The Effect of College Proximity on Rates of College Attendance. ED 074 888
- Evaluation Report: The City University of New York College Adapter Program. ED 074 970//
- Notes on a National Survey of College-Bound Seniors in 1972. ED 074 910
- Some Characteristics of High School Seniors who Sent CEEB-Test Scores to Selected Groups of Colleges During 1971-72. ED 074 909
- College Curriculum**
Excellence in Teacher Education Entry. College of Mount St. Joseph Inter-Disciplinary Approach to Teacher Preparation. ED 075 411
- College Deans**
Role of the Academic Dean in Implementing Accountability: Anatomy of a Conference for Deans of Instruction in Two-Year Colleges. ED 075 014
- College Environment**
The Effect of College Proximity on Rates of College Attendance. ED 074 888
- Focusing on Measures of College Environments. ED 075 444
- Undergraduates' Expectations and Perceptions of a College Environment. ED 074 937
- College Faculty**
Collective Bargaining and University Governance. ED 074 928
- Collective Bargaining in Higher Education: Contract Content - 1972. ED 074 923
- College Faculty View Themselves and Their Jobs. ED 074 960
- The Commission on Academic Tenure in Higher Education: A Preview of the Report. ED 074 930
- Development and Experiment in College Teaching. ED 074 922
- Differential Faculty Attitudes Towards Blacks, Females and Students in General. ED 074 418
- The Effects of Faculty Collective Bargaining on Higher Education. ED 074 918
- Faculty Bargaining: A Conceptual Discussion. Final Report. ED 074 993
- Faculty Retirement Systems. ED 074 908
- On the Improvement of Instruction in Higher Education: A Bibliography. ED 074 898
- The Influence of Appointment, Promotion, and Retirement Policies on Faculty Rank Distributions. ED 074 982
- Who's Reading What in Higher Education. Research Currents. ED 074 998
- College Freshmen**
A Comparison of New Cadets at USMA with Entering Freshmen at Other Colleges Class of 1974. ED 074 967//
- Prediction of Procrastination in a Self-Pacing Instructional System. ED 075 501
- A Quantitative and Qualitative Analysis. 1972 August Developmental Project. ED 075 024
- College Graduates**
Status Report of 1970-71 WMU Graduates Certified for Business Education Teaching. ED 075 354
- College Instruction**
Literature and the English Department. ED 074 522
- College Language Programs**
Intermediate Vietnamese, Volume I. ED 074 867//
- Intermediate Vietnamese, Volume II. ED 074 866//
- Seeking a Pace to Perfection: The Attempt to Individualize Instruction in Elementary German at Lafayette College, Easton, Pa. ED 074 815
- College Level Examination Program**
Achievement by Junior College Transfer, Four-Year College Transfer, and Native Juniors as Measured by the CLEP General Examinations. ED 075 017
- College Majors**
Student Choice: A Theoretical Analysis of Higher Education With Some Empirical Evidence Considered. ED 074 973//
- College Placement**
California Community College Testing Survey. ED 075 027
- College Planning**
Clackamas Community College Master Planning Program. Final Report. ED 075 008
- College Preparation**
The Relation Between Certain High School Course Patterns and Achievement in First Freshman Courses in English, Social Science, Mathematics, and Natural Science at Louisiana State University. ED 075 183//
- College Role**
Community College - Church Project of the Church in Higher Education. Preliminary Report. Project and Community College Institute of Columbia University. ED 075 013
- Educating for International Understanding: A Role for Community Colleges. ED 075 015
- Statement Regarding Life-Long Education. ED 074 334
- Colleges**
College-Adult Reading Instruction. Perspectives in Reading, No. 1. ED 074 479
- Small College Management: Key to Survival. Research Currents. ED 074 980
- College School Cooperation**
The Bowling Green State University Teacher Learning Center Concept. ED 075 413
- College Science**
Energy and the Environment. ED 075 230
- Some Adverse Effects of Increased Federal Funding on Certain Basic Conditions in Academic Scientific Research: An Exploratory Study, 1950-1970. ED 075 179//
- College Students**
An Adlerian Approach to Measuring Change in College Freshmen. ED 074 431
- Anticipation of Cognitive Behavior of Mentally Retarded and Normal Children. ED 074 689
- Assessing Knowledge of Cultures. ED 075 125
- Attrition Prevention Through Counseling Among Community College Students; NOR-CAL Phase III. ED 075 012
- Careers and College Students. ED 074 393
- Demographic and Social Accounting: A Follow-Up on the Withdrawals from Quebec Colleges. ED 074 889
- Differential Faculty Attitudes Towards Blacks, Females and Students in General. ED 074 418
- The Effect of a Reading Improvement Program Upon Academic Achievement in College. ED 074 471//
- Group Systematic Desensitization of Test Anxiety. ED 074 406
- Pronouncing as a Method of Choice in Verbal Discrimination Learning. Technical Report. ED 074 464
- Pronunciation and Apparent Frequency in a Between-Subjects Design. Technical Report. ED 074 513
- A Recognition Test of Vocabulary Using Signal-Detection Measures and Some Correlates of Word and Nonword Recognition. ED 074 520
- Sexist Attitudes Among Male University Students. ED 074 421
- Socialization and Career Orientation Among Black and White College Women. ED 074 412
- Student Characteristics Associated with Success in a Mastery Learning Strategy. ED 074 388
- [The Effects of Changes in the Aptitude Level of Entering Students on Attrition and Grading Standards.] ED 074 913
- Three Modes of Teaching Remedial English: A Comparative Analysis; A Pilot Study. ED 074 514
- College Teachers**
A Study of Clinical Supervision as a Resource for College Teachers of English. ED 074 505//
- Colombia**
Leadership, Education and Agricultural Development Programs in Colombia. ED 074 310
- Colorado**
Program Description and Process Guide for the Program Data Analysis Plan for Colorado Special Education. ED 074 648
- Project Outreach for Optimum Growth of Alienated Youth Who Reject School. ED 075 522
- A Report on State Programs for Young Children in Colorado. ED 075 088

Commercial Television

Guide to Understanding Broadcast License Applications and Other FCC Forms. ED 074 772

Television and the New Persuasion. Proceedings of the Annual Symposium on Issues in Public Communication (3rd, Lawrence, Kansas, July 16-17, 1970). ED 074 543//

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 2. Special Investigation 1. Knowledge Utilization in a Democratic Society: Education Through Commercial Television. Final Report. ED 075 331

Commission on Academic Tenure

The Commission on Academic Tenure in Higher Education: A Preview of the Report. ED 074 930

Communication (Thought Transfer)

An Annotated Bibliography of Empirical Studies of Laughter-Provoking Stimuli as Communication. ED 074 533

Can Humor Increase Persuasion, Or Is It All a Joke? ED 074 553

Communication Correlates of Commitment. ED 074 554

Communication/Speech. ED 074 538//

Elements of Interpersonal Communication. ED 074 555//

Epideictic Rhetoric in the Context of Ritual Behavior: Rock Concerts. ED 074 562

The Generalizability of Source Credibility Scales for Public Figures. ED 074 560

Informing the Public About Alternative Options for Financing the Public Schools. Final Progress Report. ED 074 638

Intercultural Communication Research: Where Do We Go from Here? ED 074 556

Methods and Problems of Pre- and Post-Communication Competency Assessment. ED 074 551

Methods for Introducing Analysis of Conflict Theory. ED 074 542

Modern Trends in Persuasion in Business and Industry. ED 074 564

Observing and Recording Nonverbal Data in Human Transactions. ED 074 528

Onomatopoeia, Gesture, and Synaesthesia in the Perception of Poetic Meaning. ED 074 552

A Primer on Dissemination. ED 074 644

Recasting Communication Theory and Research: A Cybernetic Approach. ED 074 536

The Rhetoric of the Women's Liberation Movement: Consciousness-Raising. ED 074 545

Selections from the Fifth and Sixth National Colloquia on Oral History. ED 074 544//

A Study of Concept Development and Communication Abilities in Children Aged Five Through Eight Using Leaf Morphology as the Vehicle. ED 075 182//

A Study of the Impact of Laboratory Training upon Concepts of Leadership and Communication. ED 074 559

Trends in Political Persuasion in the United States. ED 074 565

What's Wrong with Humor Research? ED 074 532

Communication Problems

The Communication Environment of the Urban Poor. ED 075 553

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 7. Research Memoranda. Final Report. ED 075 336

Communications

Appraising the Economic And Social Effects of Advertising. A Review of Issues and Evidence. ED 074 776

Communications and Energy in Changing Urban Environments. Colston Papers Volume 21. ED 074 694//

The Practice of Mass Communication: Some Lessons from Research. ED 074 746

The Role of Communications in Indian Life. Position Paper. ED 075 135

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 1. Final Report. ED 075 330

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 3. Final Reports of Pilot Studies. Final Report. ED 075 332

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 4. Research Memoranda. Final Report. ED 075 333

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 5. Research Memoranda. Final Report. ED 075 334

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 6. Research Memoranda. Final Report. ED 075 335

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 7. Research Memoranda. Final Report. ED 075 336

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 8. Research Memoranda. Final Report. ED 075 337

Communication Satellites

Using Satellites to Improve Efficiency in Delivery of Educational Services. ED 074 789

Communication Skills

Communication Department Courses of Study: Non-Graded Mini Courses, Grades 10, 11, 12. ED 074 550

Communication for Handicapped Children. Final Report. ED 074 688

Communication/Speech. ED 074 538//

Elements of Interpersonal Communication. ED 074 555//

Interpersonal Competence: A Paradigm for Planned Change in Undergraduate Communication Instruction. ED 074 540

Monologue to Dialogue: An Exploration of Interpersonal Communication. ED 074 547//

Speech Communication in the Secondary School. ED 074 546//

Community Action

Cable in Mass 2. ED 074 710//

Cable Television: A Handbook for Decision-making. ED 074 778//

Cable Television: Citizen Participation After the Franchise. ED 074 784//

Guide to Understanding Broadcast License Applications and Other FCC Forms. ED 074 772

Mental Retardation in Rural Texas; An Examination of Selected Counties. ED 075 157

Community Aide

Reflections of the Community: The Community Aide and Consumer and Homemaking Education. ED 075 607

Community Antennas

The Computer in the Living Room. ED 074 735//

Community Change

Changing Neighborhood and Clique Structure in Two Missouri Communities, 1955-66. ED 074 353

Community Characteristics

School Desegregation in the Carolinas: Two Case Studies. ED 075 566//

Community Colleges

An Adlerian Approach to Measuring Change in College Freshmen. ED 074 431

Attrition Prevention Through Counseling Among Community College Students; NOR-CAL Phase III. ED 075 012

California Community College Testing Survey. ED 075 027

CCAF: A Lesson in Space Age Curriculum Development. ED 075 011

CCAF: Introspect to Innovation. ED 075 010

Changing Patterns in Foreign Language Programs: Report of the Illinois Conference on Foreign Languages in Junior and Community Colleges, 1972. ED 074 813//

Community College - Church Project of the Church in Higher Education. Preliminary Report. Project and Community College Institute of Columbia University. ED 075 013

The Core Experience: A Quantitative and Qualitative Analysis. ED 075 025

[Counselor-Counsee Ratios in California Junior Colleges 1972-1973.] ED 075 009

Educating for International Understanding: A Role for Community Colleges. ED 075 015

General Systems Theory Provides a Conceptual Scheme for the Classification of Variables in Future Research Designs. ED 075 021

Increasing the Effectiveness of Educational Management in Community Colleges. Project USHER. ED 075 007

Predictive Models for Success in Occupational Education. Occupational Research Project Final Report. ED 075 598

The Professional Training of Community College Teachers. ED 075 347

A Quantitative and Qualitative Analysis. 1972 August Developmental Project. ED 075 024

The Teaching of Developmental Mathematics in Community Colleges. ED 075 197

Two Attrition Studies at Santa Fe Community College. ED 075 022

Community Control

Crisis in Red and White - An Educational Dilemma. Position Paper. ED 075 132

Community Cooperation

Maximizing Use of Community Resources in the Teaching of English: A Survey of Professional Opinion. ED 074 506//

Physicians-in-Residence: A Demonstration Project in Continuing Education. ED 075 604

Community Development

Adult Education and Community Development; A Network Approach. ED 074 320

Educational Radio: The Fifty-Year-Old Adolescent. ERIC/EBR Annual Review Paper. ED 074 728

Humanistic Education Through Community Development. ED 074 422

Trends in Teacher Education. Number 12, Trends in the Ruralization of Primary School Curriculum in the Seventies and the Role of Teacher Education Institutions in Asian Countries. ED 075 118

Community Involvement

A Brief History of Texas A & I University at Laredo (First "Upper-Level" College in Texas).

ED 074 892

Cable Television: Citizen Participation After the Franchise.

ED 074 784//

Community Involvement and Teacher Education: One Experimental Program. The University of Connecticut Technical Paper.

ED 075 367

An Evaluation of a Staff- and Community-Implemented Model Integrating Career Development Concepts in a Total Educational Program, K-12. Final Report.

ED 075 601

Guide to Understanding Broadcast License Applications and Other FCC Forms.

ED 074 772

"Indian Education in the Bureau of Indian Affairs."

ED 075 130

Materiales en Marcha para el Esfuerzo Bilingüe-Bicultural (Materials on the March for the Promotion of Bilingualism/Biculturalism). September 1972.

ED 074 833

Perspectives of School Desegregation in the Southeast.

ED 075 460//

Community Planning

Cable Television: A Handbook for Decision-making.

ED 074 778//

Cable Television: Technical Considerations in Franchising Major Market Systems.

ED 074 782//

Civil Defense, U. S. A.: A Programmed Orientation to Civil Defense. Unit 3. Natural Disasters.

ED 074 313

Community Programs

Standards for Personnel Training in Mental Retardation and Related Developmental Handicaps.

ED 074 662

Community Resources

Obtaining Local Resources for County Extension Programs.

ED 074 379

Community Responsibility

Cable Television: A Summary Overview for Local Decisionmaking.

ED 074 779//

Civil Defense, U. S. A.: A Programmed Orientation to Civil Defense. Unit 5. Governmental Responsibilities for Civil Defense.

ED 074 315

Community Role

Community Involvement and Teacher Education: One Experimental Program. The University of Connecticut Technical Paper.

ED 075 367

Desegregation: How Schools are Meeting Historic Challenge. Current Trends in School Policies and Programs Series, Number 3.

ED 075 537

Community Schools

Community Schools in Developing Countries. International Studies in Education 23.

ED 074 381//

Die Gesamtschule als Erziehungsprinzip der Kibbuzgemeinschaft (The Comprehensive School as the Educational Principle of the Kibbutz).

ED 074 798

Maximizing Use of Community Resources in the Teaching of English: A Survey of Professional Opinion.

ED 074 506//

A Ten-Year Plan for Indian Education: With Particular Reference to Navajo Community Schools.

ED 075 137

Community Service Programs

The Social-Action Role of the University: San Juan, Puerto Rico. A Study of the Torrecilla Baja (Pinones) Community. Final Report.

ED 074 992

Community Services

Evaluation of the Effectiveness of Pre- and Post-Enrollment Services to Job Corps Enrollees. Final Report.

ED 075 593//

Humanistic Education Through Community Development.

ED 074 422

Community Study

Changing Neighborhood and Clique Structure in Two Missouri Communities, 1955-66.

ED 074 353

Informing the Public About Alternative Options for Financing the Public Schools. Final Progress Report.

ED 074 638

Paying for Our Schools: Is There a Better Way? Basic Document.

ED 074 639

School Desegregation in the Carolinas: Two Case Studies.

ED 075 566//

Comparative Analysis

A Case for Using Factor Scores Rather than Summative Scores in Educational Research.

ED 075 506

Cognitive and Affective Orientations of Elementary School Children Toward Air, Water, and Soil Pollution.

ED 075 178//

A Comparative Analysis of Selected Responses to the Four Year Follow-Up Questionnaires Returned by the Graduates of the Jackson County Adult Evening High School Classes of 1967-68-69.

ED 074 348

Comparative Studies of Blacks and Whites in the United States. Quantitative Studies in Social Relations Series.

ED 075 532//

A Comparison of Selected Personal and Educational Characteristics of Electronics Technicians and of Students in Electronics Technology Programs in Wisconsin.

ED 075 679//

A Comparison of the Verbal Behaviors of Teachers in Interaction with Migrant and Non-Migrant Students.

ED 075 160

An Empirical Comparison of the Accuracy of Selected Multivariate Classification Rules.

ED 075 496

An Empirical Investigation of the Permutation T-Test as Compared to Student's T-Test and the Mann-Whitney U-Test. Report from the Quality Verification Program.

ED 075 491

Latino and Anglo in Holland, Michigan. A Comparison of Their Economic, Housing and Educational Characteristics Based on Data from the 1970 U.S. Census.

ED 075 146

A Note on Allocating Items to Subtests in Multiple Matrix Sampling and Approximating Standard Errors of Estimate with the Jackknife.

ED 075 502

Outdoor Versus Indoor Learning in Elementary School Science.

ED 075 167//

The Rationale for Canadian Studies in Schools of the United States.

ED 075 268

Some Cultural and Grammatical Aspects of Gender in Hindi and Urdu.

ED 074 822

Teaching About North America.

ED 075 309

Use of Spanish and Aspirations for Social Mobility Among Chicanos: A Synthesis and Evaluation of Texas and Colorado Findings.

ED 075 128

A World Curriculum for United States Schools.

ED 075 284

Comparative Education

Country Education Profiles: Afghanistan

ED 075 318

Country Education Profiles: Albania.

ED 075 319

Country Education Profiles: Algeria.

ED 075 320

Country Education Profiles: Australia, and Australia-Territories (Papua, New Guinea and Norfolk Island).

ED 075 321

Country Education Profiles: Austria.

Country Education Profiles: Bahrain.

ED 075 322

Country Education Profiles: Belgium.

ED 075 323

Country Education Profiles: Botswana.

ED 075 324

Country Education Profiles: Bulgaria.

ED 075 325

Country Education Profiles: Burundi.

ED 075 326

The "Graduate" Study.

ED 074 794

Indian Educational Material. Annotated Quarterly Bibliography. Volume 6, Number 4, (Period Covered October-December 1971).

ED 075 287

International/Intercultural Education Reports.

ED 075 338

Progress of Education in the Asian Region. Statistical Supplement.

ED 075 294

Secondary Education, Social Structure and Development in Latin America.

ED 075 278

Comparative Statistics

Florida Educational Opinion Survey, 1970.

ED 074 630

A Manual for Enforcing Title I Comparability.

ED 075 539

Paying for Public Schools. Issues of School Finance in California.

ED 074 597//

Compensatory Education

The Education of the Culturally Different: A Multi-Cultural Approach. A Handbook for Educators.

ED 075 142

Hearings Before the Committee on Education and Labor, House of Representatives, Ninety-Second Congress, Second Session on H. R. 44, H. R. 981, H. R. 1491, H. R. 6179, H. R. 7796, H. R. 12695 and Related Proposals...Oversight Hearings on Elementary and Secondary Education. Hearings Held Washington, D. C., September 26-28, and October 4 and 11, 1972.

ED 075 530

Reforming the Title I Distribution Formula.

ED 074 603

Title I. Elementary and Secondary Education Act in Rhode Island. Sixth Annual Evaluation, Fiscal Year 1970-71.

ED 074 601

Compensatory Education Programs

A Better Chance: Evaluation of Student Attitudes and Academic Performance, 1964-1972.

ED 075 556

A Critique of the Report by Irv Garfinkel and Edward M. Gramlich entitled "A Statistical Analysis of the OEO Experiment in Performance Contracting."

ED 075 517

The Effect of Incentives on Reading Readiness Skills. Final Report.

ED 075 093

Evaluation of ESEA Title I Programs for the District of Columbia, 1970-71. Final Report.

ED 075 529

Executive Abstracts: Summary of the Title I Evaluation, 1971-1972 School Year.

ED 075 533

Final Report of an Evaluation of the Corrective Reading Services in Non Public Schools, July 1972.

ED 075 548

Final Report of an Evaluation of the ESEA Title I Programs, Community School District 1, Board of Education of the City of New York.

ED 075 550

Final Report of High School Homework Helper Program. Summer 1972.

ED 075 549

Fred A. Toomer Elementary School. Research and Development Report, Volume 6, Number 6.

ED 075 519

Hazards in Research Involving Minorities.

ED 075 450//

Head Start Program Performance Standards. OCD-HS Head Start Policy Manual.

ED 075 082

Procedures for the Preparation of Descriptions on Assessment of Exemplary Programs. Final Report.

- Research Report on Some Effects of an Experimental Language Development Program on the Performance of Aboriginal Children in Their First Year at School. ED 075 541
- Component Building Systems**
Systems and the Changing Architectural Practice. ED 074 857
- Composition (Literary)**
An Examination of the Computer Grading of Essays. ED 074 599
The Promise of English. NCTE 1970 Distinguished Lectures. ED 074 504//
Three Modes of Teaching Remedial English: A Comparative Analysis; A Pilot Study. ED 074 523
- Composition Skills (Literary)**
The English Language Arts and Basic Skills Program of the Bellevue Public Schools. Elementary Level. ED 074 487
The English Language Arts and Basic Skills Program of the Bellevue Public Schools. Junior High Level. ED 074 488
The English Language Arts and Basic Skills Program of the Bellevue Public Schools. Senior High Level. ED 074 489
Explorations in Children's Writing. ED 074 525
- Comprehension**
Comprehension in Reading. An Annotated Bibliography. ED 074 480
Young Tanzanians and the Cinema: A Study of the Effects of Selected Basic Motion Picture Elements and Population Characteristics on Film Comprehension of Tanzanian Adolescent Primary School Children. ED 074 743
- Comprehension Development**
Cognitive Aspects of Learning in Arbitrary and Non-Arbitrary Contexts: Acquisition of Knowledge from Natural-Language Discourse. Final Report. ED 074 527
Developmental Aspects of Understanding and Evaluating Television Content. ED 075 096
- Comprehensive Career Education Model**
Search and Assessment of Commercial Career Education Materials. ED 075 657
- Comprehensive Districts**
Annual Report of the North Dakota State Advisory Council for Vocational Education (Third), December 1972. ED 075 669
- Comprehensive Emergency Medical Services**
Roles and Resources of Federal Agencies in Support of Comprehensive Emergency Medical Services. ED 075 640
- Comprehensive Programs**
Development Project Low-Cost Comprehensive School in Lelystad, the Netherlands. ED 074 635
- Computer Assisted Instruction**
APL: An Intro. ED 074 765
APL/IV: Fourth International APL Users' Conference. June 15-16, 1972, Atlanta, Georgia, U.S.A. ED 074 766
Computer-Based Analytic Grading for German Grammar Instruction. Psychology and Education Series. Technical Report Number 199. ED 074 787
Computer Managed Instruction: Toward Individualized Learning. ED 074 537
Computing Newsletter for Schools of Business. ED 074 702//
Educational Projects for a Digital Logic Laboratory. ED 074 696//
- Educational Technology Program. Quarterly Technical Summary, 1 March - 31 May 1972. ED 074 698//
The Effects of Pictures on the Acquisition of a Sight Vocabulary in Rural EMR Children. ED 074 752
Evaluation of a Text Compression Algorithm Against Computer-Aided Instruction (CAI) Material. ED 074 769
A Feasibility Study: Remediation By Computer Within A Computer-Managed Instruction Course In Junior High School Mathematics. ED 074 734
Fixed Sequence and Multiple Branching Strategies in Computer Assisted Instruction. Research Report. ED 074 707//
Improving and Expanding Existing Computer Based Resource Units. Final Report. ED 074 713
Incidental and Relevant Learning with Instructional Objectives. ED 074 732
The Instructional Development Factory. ED 074 749
An Instructional Model for Computer Assisted Instruction. Technical Report. ED 074 695//
Instructional Programming Guide For Computer Assisted Instruction. Technical Report. ED 074 697//
New Techniques for Measuring and Improving Reading Comprehension. Technical Report No. 1. ED 074 472
Personality Characteristics and Performance on Computer Assisted Instruction and Programmed Text. ED 074 750
Programmed Math Continuum, Level One, Algebra, Measurable Behavioral Objectives. ED 075 201
Programmed Math Continuum, Level One, Algebra, Volume 1. ED 075 202
Programmed Math Continuum, Level One, Algebra, Volume 2. ED 075 203
Programmed Math Continuum, Level One, Algebra, Volume 3. ED 075 204
Programmed Math Continuum, Level One, Algebra, Volume 4. ED 075 205
Programmed Math Continuum, Level One, Algebra, Volume 5. ED 075 206
Programmed Math Continuum, Level One, Algebra, Volume 6. ED 075 207
Programmed Math Continuum, Level One, Algebra, Volume 7. ED 075 208
Programmed Math Continuum, Level One, Algebra, Volume 8. ED 075 209
Programmed Math Continuum, Level One, Algebra, Volume 9. ED 075 210
Programmed Math Continuum, Level One, Algebra, Volume 10. ED 075 211
Programmed Math Continuum, Level One, Algebra, Volume 11. ED 075 212
Programmed Math Continuum, Level One, Algebra, Volume 12. ED 075 213
Programmed Math Continuum, Level One, Algebra, Volume 13. ED 075 214
Programmed Math Continuum, Level One, Algebra, Volume 14. ED 075 215
Programmed Math Continuum, Level One, Algebra, Volume 15. ED 075 216
Research in Learner-Controlled Computer-Assisted Instruction. Annual Report. (Final) 1 May 70 - 30 April 71. ED 074 706//
Response Latency as a Correlate of Individual Differences in Retention. ED 074 745
A Summative Evaluation of Computer Assisted Instruction in U. S. Army Basic Electronics Training. Technical Report. ED 074 769
- Using Satellites to Improve Efficiency in Delivery of Educational Services. ED 074 699//
ED 074 789
- Computer Based Resource Units**
Improving and Expanding Existing Computer Based Resource Units. Final Report. ED 074 713
- Computer Oriented Programs**
APL: An Intro. ED 074 765
Computer Managed Instruction: Toward Individualized Learning. ED 074 537
Research In Computer-Assisted Explanation Applied To Navy Training Manuals. Final Report 1 March 71 - 29 February 72. ED 074 729//
Research in Learner-Controlled Computer-Assisted Instruction. Annual Report. (Final) 1 May 70 - 30 April 71. ED 074 706//
Social Studies: Application Units. Course II, Teachers. Computer-Oriented Curriculum. REACT (Relevant Educational Applications of Computer Technology). ED 075 272
- Computer Programs**
CEIS Overview. ED 075 048
Coding Instructions, Worksheets, and Key Punch Sheets for M.E.T.R.O.-APEX Simulation. ED 075 261
Computer-Based Analytic Grading for German Grammar Instruction. Psychology and Education Series. Technical Report Number 199. ED 074 787
Computerized Maintenance for Memphis Schools. ED 074 612
DARE: Unesco Computerized Data Retrieval System for Documentation in the Social and Human Sciences (Including an Analysis of the Present System). ED 074 744//
The Development of the New York State Bank of Reading Objectives. ED 075 495
Enrollment Projections. ENROLV2. ED 074 715
Evaluation System Model for the Basic Functions of Vocational Education in California: A Computer Based Evaluation System for Vocational Education. ED 075 667
GANDALF: A General Alpha-Numeric Direct Access Library Facility. ED 074 759
Management System for EMR Work Study Program. ED 074 670
New Educational Technology. ED 074 740//
QUEST: A Conversational Access to Computerized Searches of the ERIC System. ED 074 758
Transcription of "In Darkness" via DOTSYS III and the BRAILLEBOSS. ED 074 661
User Documentation; WISE-ONE. ED 074 716
- Computers**
Computing Newsletter for Schools of Business. ED 074 702//
An Examination of the Computer Grading of Essays. ED 074 504//
Methodological Advances in Political Gaming: The One-Person Computer Interactive, Quasi-Rigid Rule Game. ED 074 693//
Standards for Teleprocessing; New Approaches for New Needs. ED 074 721
- Computer Science**
APL/IV: Fourth International APL Users' Conference. June 15-16, 1972, Atlanta, Georgia, U.S.A. ED 074 766
Evaluation of a Text Compression Algorithm Against Computer-Aided Instruction (CAI) Material. ED 074 769

202 Subject Index

- New Educational Technology. ED 074 740//
- Computer Storage Devices**
The Development of the New York State Bank of Reading Objectives. ED 075 495
- Concentrated Employment Program**
Low-Income Labor Markets and Urban Manpower Programs: A Critical Assessment. ED 075 676
- Concept Formation**
Conceptual Analysis in Social Studies Research. ED 075 297
The Development of Protocol Materials. Acquiring Teacher Competencies: Reports and Studies. ED 075 350
I: An Introduction to Protocol and Training Materials. II: The Portrayal of Concepts: An Issue in the Development of Protocol Materials. ED 075 351
Measuring Social Studies Concept Attainment: Boys and Girls. Report from the Project on A Structure of Concept Attainment Abilities. ED 075 273
Some Trends and Reforms in the Educational Policy of Norway in the Light of the Concept of Life-Long Education. ED 074 368
- Concept Teaching**
Positive Versus Positive and Negative Instances and the Acquisition of the Conjunctive Concepts of Distributivity and Homomorphism. ED 075 194
- Conceptual Analysis**
Conceptual Analysis in Social Studies Research. ED 075 297
- Conceptual Schemes**
An Analysis of Inquiry in the Social Studies. ED 075 292
Mass Communication and Relative Reality: A Conceptual Paradigm. ED 074 529
Theoretical Framework: Some Basic Issues Related to Methods and Media Selection. ED 074 741
- Conference Reports**
Alternatives in Education: A Regional Practicum. ED 074 590
APL/IV: Fourth International APL Users' Conference. June 15-16, 1972, Atlanta, Georgia, U.S.A. ED 074 766
Changing Patterns in Foreign Language Programs: Report of the Illinois Conference on Foreign Languages in Junior and Community Colleges, 1972. ED 074 813//
Community Schools in Developing Countries. International Studies in Education 23. ED 074 381//
Conference on Post 'A'-Level German Language Teaching: Report of Proceedings (Hull, England, September 13-15, 1971). ED 074 805
Curriculum Materials 1973. ED 075 356
The Development and Application of Intelligence Tests for the Blind: A Research Utilization Conference. Final Report. ED 074 655
Ethical Issues and Questions about Testing for Test Publishers. ED 075 465//
Ethical Issues in the Use of Humans for Research. ED 075 466//
Foundations & Practices in Perceptual Motor Learning: A Quest for Understanding. ED 075 398
International Congress of Applied Linguistics: Congress Abstracts (3rd, Copenhagen, August 21-26, 1972). ED 074 796
Invitational Conference on Measurement in Education; Proceedings (of the) Eleventh Southeastern Conference (December 8-9, 1972). Pre-Session. ED 075 445
- Invitational Conference on Measurement in Education; Proceedings (of the) Eleventh Southeastern Conference (December 8-9, 1972). Session I. ED 075 449
Invitational Conference on Measurement in Education; Proceedings (of the) Eleventh Southeastern Conference (December 8-9, 1972). Session II. ED 075 464
National Conference on Career Education. Final Report. ED 075 570
Proceedings of a National Conference on The Continuing Education Unit: An Examination. (April 27-28, 1972). ED 074 354
Proceedings of National Conference on State and Local Manpower Planning (Salt Lake City, Utah, April 28-30, 1971). ED 075 592//
Reading Goals for the Disadvantaged. ED 074 483
Region II National Dissemination Conference (Knoxville, Tenn., October 10-11, 1972). ED 075 577
Rehabilitation, Sheltered Workshops, and the Disadvantaged: An Exploration in Manpower Policy. ED 075 609//
Report of Sarawak Council for Further Education. ED 074 377
Role of the Academic Dean in Implementing Accountability: Anatomy of a Conference for Deans of Instruction in Two-Year Colleges. ED 075 014
Summary of Proceedings of the Annual Meeting of the Association of Urban Universities (57th, Chicago, Illinois, November 7-8, 1971). Forty-Eighth Report. ED 074 891
Symposium on the Place of Grammar in Modern Methods of Language Teaching: Report. (Brussels, Belgium, November 16-20, 1970). ED 074 814
Training for New Trends in Clubs and Centers for Older Persons. ED 074 344
Twenty-fifth Anniversary Annual Meeting. Minutes. May 3, 4, 5, 1972. ED 074 666
Workshop on Evaluation and Recommendations Relating to the National Conference for Coordinating Vocational Rehabilitation and Educational Services for Deaf People. ED 074 356
- Confidence Testing**
Confidence Interval Estimation of KR sub 20--Some Monte Carlo Results. ED 075 513
- Confidentiality**
The Ethical Issues of Privacy, Confidentiality and Privileged Communication. ED 075 473//
- Confidential Records**
The Ethical Issues of Privacy, Confidentiality and Privileged Communication. ED 075 473//
- Conflict**
Conflict and the Collaborative Process: Antecedents and Consequences of Two Inter-Agency Programs. ED 074 622
Is Dissonance Motivating? Relationships Between Cognitive Behaviors and Tension Measures During Aggression. ED 074 427
- Conflict Resolution**
Conflict and the Collaborative Process: Antecedents and Consequences of Two Inter-Agency Programs. ED 074 622
Methods for Introducing Analysis of Conflict Theory. ED 074 542
- Conservation (Concept)**
Evaluation of Cognitive Development with Piaget-Type Tests: Study of Young Bright, Average, and Retarded Children. Final Report. ED 075 065
- An Investigation of Portions of a Model for Acquisition of Conservation and Measurement of Length Based on Performance of Selected Second Grade Children on Six Piaget-Type Tasks. ED 075 184//
Non-Cognitive Development of Mentally Retarded Children. ED 075 452//
Performance of Retardates on Piagetian Tasks as a Function of Ethnicity. ED 075 177//
- Consortia**
Consortia: A Challenge to Institutional Autonomy. ED 074 932
New England Regional Student Program Evaluation 1957-1972. ED 074 916
- Construction (Process)**
A Junior High School Industrial Technology Demonstration Program The World of Construction, 1969-1970. Final Report. ED 075 661
- Consultants**
Basic Requirements for an Adequate Pupil Personnel Program. ED 074 574//
The Effectiveness of Paraprofessional Students As Behavior Consultants to Teachers. Final Report. ED 075 421
Inservice Education: Consultation and Related Services for Nursing Home Personnel. Final Report. ED 074 359//
National Education Task Force De La Raza. Annual Report, 1971. ED 075 145
- Consultation Programs**
The Effectiveness of Paraprofessional Students As Behavior Consultants to Teachers. Final Report. ED 075 421
The Neighborhood Youth Corps Goes to Fiji: Job Training for Another Society's Disadvantaged Youth. Final Report. ED 075 654//
Which Comes First Training or Research? ED 074 549
- Consumer Economics**
Metrication: A Guide for Consumers. ED 075 683//
- Consumer Education**
Credit and the Consumer: One of a Series for Expanded Program in Consumer Education. ED 075 559
Reflections of the Community: The Community Aide and Consumer and Homemaking Education. ED 075 607
- Content Analysis**
Content Analysis Schedule for Bilingual Education Programs: Ukiah Indian, Mexican-American Bilingual-Bicultural Program. ED 074 856
Content Analysis Schedule for Bilingual Education Programs: The Bilingual School, P.S. 25. ED 074 862
Content Analysis Schedule for Bilingual Education Programs: Albuquerque Public School Bicultural-Bilingual Program. ED 074 863
Content Analysis Schedule for Bilingual Education Programs: Building Bilingual Bridges. ED 074 864
Content Analysis Schedule for Bilingual Education Programs: Region XIII Bilingual Education. ED 074 870
Content Analysis Schedule for Bilingual Education Programs: Bilingual Education Project for Navajo. ED 074 871
Content Analysis Schedule for Bilingual Education Programs: Bilingual Elementary Education Program. ED 074 872
Content Analysis Schedule for Bilingual Education Programs: Bilingualism in an Open School Education Program. ED 074 873

- Content Analysis Schedule for Bilingual Education Programs: Compton Elementary Bilingual Education Plan. ED 074 874
- Content Analysis Schedule for Bilingual Education Programs: Las Cruces Elementary School Bilingual Project. ED 074 875
- Content Analysis Schedule for Bilingual Education Programs: The Lorain City Bilingual Education Program. ED 074 876
- Content Analysis Schedule for Bilingual Education Programs: Pomona Bilingual Leadership Program. ED 074 877
- Content Analysis Schedule for Bilingual Education Programs: The North Country Bilingual Project. ED 074 878
- Content Analysis Schedule for Bilingual Education Programs: Colorado City Center to Aid Bilingual Education. ED 074 879
- Content Analysis Schedule for Bilingual Education Programs: Del Valle Bilingual Education Program. ED 074 880
- Content Analysis Schedule for Bilingual Education Programs: Bilingual Education in a Consortium. ED 074 881
- Content Analysis Schedule for Bilingual Education Programs: Adaptations of Bilingual Education. ED 074 882
- Content Reading**
Evaluating Reading and Study Skills in the Secondary Classroom. A Guide for Content Teachers Reading Aids Series. ED 074 482
- Context Clues**
Context Clues Used by Sixth Grade Readers of Expository and Narrative Discourse. ED 074 461//
- Continuation Education**
A Comparative Analysis of Selected Responses to the Four Year Follow-Up Questionnaires Returned by the Graduates of the Jackson County Adult Evening High School Classes of 1967-68-69. ED 074 348
- A Four-Year Follow-up Study of the One Hundred Graduates - Class of "69" of the Jackson County Adult Evening High School Completion Program. ED 074 326
- Interim Report on CETA. ED 075 359
- Continuous Learning**
Adult Education as Part of Life-Long Education. ED 074 330
- Adult Education in Tanzania: Life-Long Process for National Development. ED 074 328
- The Education of Adults in the Spectrum of Public Educational Policy: Principles and Practice of the Department of Adult Education in the University of Manchester, United Kingdom. ED 074 338
- A Forecast of Changes in Postsecondary Education. ED 074 919
- Life-Long Education in the Light of Certain Experiments--From Conception to Realization. ED 074 332
- Life-Long Education in the Peruvian Revolution: Meaning, Realizations and Perspectives. ED 074 336
- Life-Long Education: Problems, Tasks, Conditions. ED 074 327
- Life Long Self Directed Education. ED 074 346
- Nature and Purpose of the International Symposium on Life-Long Education (Paris, September 25 - October 2, 1972). ED 074 331
- In Search of Life-Long Education. ED 074 335
- Some Trends and Reforms in the Educational Policy of Norway in the Light of the Concept of Life-Long Education. ED 074 368
- Statement Regarding Life-Long Education. ED 074 334
- Strategies for Directing Existing Educational Systems Towards Life-Long Education: What Algerian Experience Has to Contribute. ED 074 329
- Towards the Construction of Life-Long Education System. ED 074 337
- Contraception**
Current Literature in Family Planning, November 1972, No. 51. ED 075 189
- Field Experiments of Family Planning Incentives. ED 074 317
- Contract Hiring**
Direct and Contract Hiring of Seasonal Farm Labor. ED 075 635
- Controlled Environment**
Thermal Environments. Educational Facilities Review Series Number 17. ED 074 587
- Conversational Language Courses**
English for "Old" Canadians: The Finnish Project in British Columbia. ED 074 383
- Experiment in International Living (EIL) Latin-American Spanish Volume II: An Audio-Lingual Course with Correlated Tapes. ED 074 790
- German Basic Course, Units 13-24. ED 074 818
- Cooperating Teachers**
Specialists or Generalists as University Supervisors of Student Teachers--An Answer. ED 075 346
- Cooperative Education**
A Manual for Coordinators of Cooperative Education. ED 075 684
- Cooperative Programs**
Consortia: A Challenge to Institutional Autonomy. ED 074 932
- A Cooperative Program in Teacher Education. ED 075 361
- New England Regional Student Program Evaluation 1957-1972. ED 074 916
- University of Tennessee--Clinch-Powell Student Teaching Project. ED 075 416
- Copyrights**
Educational Media and Copyright; A Position Paper for Educational Media Association of Canada. ED 074 756
- Core Curriculum**
The Core Experience: A Quantitative and Qualitative Analysis. ED 075 025
- Correctional Education**
Training Teachers for Correctional Institutions. ED 075 392
- Correctional Industries**
The Role of Correctional Industries--A Summary Report. ED 075 666
- Correctional Rehabilitation**
The Role of Correctional Industries--A Summary Report. ED 075 666
- Training Teachers for Correctional Institutions. ED 075 392
- Corrective Institutions**
The Role of Correctional Industries--A Summary Report. ED 075 666
- Corrective Reading**
Final Report of an Evaluation of the Corrective Reading Services in Non Public Schools, July 1972. ED 075 548
- Correlation**
Differential Relationship with Grade Criteria for Predictors at Varying Levels of Freshman Grade Complexity. ED 075 511
- Correspondence Courses**
Hydrologic Services Course. ED 074 373
- Cost Effectiveness**
An Analysis of Vocational Program Costs. ED 075 597
- Cost Finding Principles and Procedures. Preliminary Field Review Edition. Technical Report 26. ED 074 883
- Cost Utility: An Aid to Decision Making. ED 074 623
- Course Scheduling to Find the Minimum Cost Set of Facilities Required. ED 074 371//
- Development Project Low-Cost Comprehensive School in Lelystad, the Netherlands. ED 074 635
- Educational Reform and Instructional Television in El Salvador: Costs, Benefits, and Payoffs. ED 074 714
- A Feasibility Study: Remediation By Computer Within A Computer-Managed Instruction Course In Junior High School Mathematics. ED 074 734
- The Gresham Grade School District #4 Year-Round Plan. Community-School Planning and Implementation. ED 074 582
- Library Labor Cost Accounting System. ED 075 063
- Low-Income Labor Markets and Urban Manpower Programs: A Critical Assessment. ED 075 676
- Managing Educational Costs. ED 074 585//
- Rates of Return on University Education With Economics of Scale. ED 074 895
- Reception Areas of Non-English Speaking Pupils: An Extension of Cost Analysis Data. ED 074 795
- Report on the Vocational Education Effort in Iowa, 1972. ED 075 671
- Tivoli Brewery: A Feasibility Study. ED 074 634
- Costs**
A Study of Administrative Costs in Selected School Districts of Iowa, Missouri, and South Dakota. ED 074 576//
- Counseling**
Black Psychology. ED 075 542//
- Counseling and Psychotherapy; A Selective Bibliography. Exceptional Child Bibliography Series No. 629. ED 074 683
- Counseling for Change: A New Perspective. ED 074 432
- [Counselor-Counselee Ratios in California Junior Colleges 1972-1973.] ED 075 009
- Differential Reinforcing Power of Restatement and Interpretation of Client Production of Affect. ED 074 425
- Drugs and the Coach. ED 075 400
- A Reconceptualization of the Research Paradigm in Counseling Research. ED 074 409
- Reverse Transfers: Students who Transfer from Four-Year Colleges to Two-Year Colleges. ED 075 018
- Counseling Effectiveness**
Attrition Prevention Through Counseling Among Community College Students; NOR-CAL Phase III. ED 075 012
- Counseling for Change: A New Perspective. ED 074 432
- Differential Reinforcing Power of Restatement and Interpretation of Client Production of Affect. ED 074 425

204 Subject Index

- Effect of Information on Students' Perceptions of Counseling and Their Willingness to Seek Help. ED 074 396
- Counseling Goals**
Counseling for Change: A New Perspective. ED 074 432
- Counseling Instructional Programs**
The Discrimination Model: A Practical Paradigm for the Demonstration of Accountability. ED 074 389
- Counseling Programs**
Basic Requirements for an Adequate Pupil Personnel Program. ED 074 574//
A Counseling Approach to Improvement of Reading. ED 074 402
Cross-Cultural Counseling: Bridge Between Desegregation and Integration. A Study Relative to Group Counseling and its Impact on Students and Faculty. ED 074 417
Effects of Two Experiential Approaches on Attitudes Toward Growth Groups. ED 074 428
- Counseling Services**
[Counselor-Counselee Ratios in California Junior Colleges 1972-1973.] ED 075 009
Effect of Information on Students' Perceptions of Counseling and Their Willingness to Seek Help. ED 074 396
Evaluation of the Effectiveness of Pre- and Post-Enrollment Services to Job Corps Enrollees. Final Report. ED 075 593//
Group Systematic Desensitization of Test Anxiety. ED 074 406
A New Eclectic Model for the Redirection of Evaluation Efforts. ED 075 086
- Counselor Client Ratio**
[Counselor-Counselee Ratios in California Junior Colleges 1972-1973.] ED 075 009
- Counselor Educators**
The Discrimination Model: A Practical Paradigm for the Demonstration of Accountability. ED 074 389
- Counselor Performance**
The Discrimination Model: A Practical Paradigm for the Demonstration of Accountability. ED 074 389
A Reconceptualization of the Research Paradigm in Counseling Research. ED 074 409
- Counselors**
Basic Requirements for an Adequate Pupil Personnel Program. ED 074 574//
[Counselor-Counselee Ratios in California Junior Colleges 1972-1973.] ED 075 009
Differential Reinforcing Power of Restatement and Interpretation of Client Production of Affect. ED 074 425
- Counselor Selection**
Counselor Education: A Program in Functional Humanism. ED 075 422
- Counselor Training**
Counselor Education: A Program in Functional Humanism. ED 075 422
Differential Reinforcing Power of Restatement and Interpretation of Client Production of Affect. ED 074 425
The Discrimination Model: A Practical Paradigm for the Demonstration of Accountability. ED 074 389
- Course Content**
Analysis of Skills Needed by Graduates of Associate Degree Insurance Major. Final Report. ED 075 616
Identification of Common Content in Courses Offered by Various Vocational Services at the Secondary Level. Final Report. ED 075 622
Teaching for Employability. ED 075 621
- Course Descriptions**
Hydrologic Services Course. ED 074 373
Individualized Instruction at Levels I and II. ED 074 825
Large - Small or Mini Group Instruction in English, 8th and 9th Grades. ED 074 518
A Nongraded Phase Elective Senior High English Curriculum. ED 074 512
Self-Paced Physics, Course Materials. ED 075 236
Self-Paced Physics, Documentation Report, Course Description 5.1; Course Objectives 5.2.1; Course Structure and Sequence 5.2.2. ED 075 256
- Course Evaluation**
An Evaluation of the National Safety Council's Defensive Driving Course in Selected States. Final Report. ED 075 653//
Individualized Education: Reading Courses at New College - 1971-72. ED 074 926
- Course Objectives**
Revised Listing of Objectives, Appendix 1. ED 075 257
Self-Paced Physics, Documentation Report, Course Description 5.1; Course Objectives 5.2.1; Course Structure and Sequence 5.2.2. ED 075 256
- Course Organization**
Excellence in Teacher Education Entry. College of Mount St. Joseph Inter-Disciplinary Approach to Teacher Preparation. ED 075 411
Self-Paced Physics, Course Materials. ED 075 236
Self-Paced Physics, Documentation Report, Course Description 5.1; Course Objectives 5.2.1; Course Structure and Sequence 5.2.2. ED 075 256
- Court Cases**
Restructuring School Finance. Legal and Financial Implications of the Serrano Case for the State of Oregon. ED 074 606
- Court Litigation**
The Colleges and the Courts - A Peacetime Perspective. ED 074 927
Education and Politics: A Shotgun Wedding. Position Paper. ED 075 161
Taxing Those They Found Here. An Examination of the Tax Exempt Status of the American Indian. ED 075 108//
- Creative Ability**
The Interdependence of Creative Attitude and Creative Ability. ED 075 515
- Creative Activities**
Storyteller. ED 074 510//
- Creative Art**
Outdoor Art Activities, Grade Level K-12. Environmental Education Series, Bulletin No. 247-K. ED 075 225
- Creative Development**
A Case Methodology for the Study of the Drawing Process and the Drawing Series. Final Report. ED 075 274
- Creative Expression**
Vicarious Influences on Children's Creative Behavior. ED 075 089
- Creative Writing**
Let's Write a Script. ED 074 701//
Pass the Poetry, Please! Using Poetry in Pre-Kindergarten-Six Classrooms. ED 074 495//
- Creativity**
An Eye More Fantastical: Frank Barron. Research Monograph No. 3. ED 075 311
Fluency, Flexibility, and Originality as a Function of Group Size. ED 075 195
It's Only a Movie. ED 074 703//
Non-Cognitive Development of Mentally Retarded Children. ED 075 452//
- Creativity Research**
An Eye More Fantastical: Frank Barron. Research Monograph No. 3. ED 075 311
- Creativity Tests**
The Interdependence of Creative Attitude and Creative Ability. ED 075 515
- Credit (Finance)**
Credit and the Consumer: One of a Series for Expanded Program in Consumer Education. ED 075 559
- Criteria**
Some Comments on the Verbs of Motion in Russian. ED 074 861
- Criterion Referenced Tests**
Differential Relationship with Grade Criteria for Predictors at Varying Levels of Freshman Grade Complexity. ED 075 511
Massachusetts Application of National Assessment Items in Citizenship and Science. ED 075 490
- Critical Reading**
Aspects of Reading. ED 074 478
Comprehension in Reading. An Annotated Bibliography. ED 074 480
- Critical Thinking**
The Beginning Teacher Can Foster Critical Thinking. ED 075 390
The Construction and Evaluation of a Test of Critical Thinking Ability, Grades 7-8. ED 075 181//
- Cross Age Teaching**
A Description of Charles Dickens Annex, 1971-72. ED 074 610
Evaluation of the Youth Tutoring Youth Program, Summer 1972. Research and Development Report, Volume 6, Number 10. ED 075 560
Final Report of High School Homework Helper Program. Summer 1972. ED 075 549
Students Helping Students Program, 1971-72. Final Report. ED 074 473
Tips for Tutors. ED 075 396
Tutors in the Vanguard System. ED 075 528
- Cross Cultural Studies**
Brotherhood Through Education: A Guide for Teachers of American Indians. ED 075 154//
Designing Culturally Sensitive Curriculum Materials for Canadian Schools. Indian-Metis. ED 075 301
Intercultural Studies Information Service. Volume 1, Number 2. ED 075 299
Linkages of Mexico and the United States. Study Based on Modified Probability Samples of Rural Michigan, the U.S. General Public, Spanish-speaking Latinos of the Southwestern United States, Urban Mexico, and Rural Mexico. ED 075 089

- Meeting Another Culture through Language: French. ED 075 124
- Crow Indians
An Evaluation of the Crow 4-H Program. A Summary Introduction. ED 074 820
- Cuba
Adult Education as Part of Life-Long Education. ED 075 148
- Cues
Labels and Children's Perception of Faces. ED 074 330
- Cultural Awareness
Assessing Knowledge of Cultures. ED 075 078
- Children's Social Learning: Implications of Research and Expert Study. ED 075 125
- Foxfire 2: Ghost Stories, Spring Wild Plant Foods, Spinning and Weaving, Midwifing, Burial Customs, Corn Shuckin's, Wagon Making and More Affairs of Plain Living. ED 075 071
- Intercultural Communication Research: Where Do We Go from Here? ED 075 147//
- Teacher Corps, A Model for Training Teachers. Position Paper. ED 074 556
- Cultural Background
I am Joaquin. Yo Soy Joaquin. An Epic Poem with a Chronology of People and Events in Mexican and Mexican American History. ED 075 134
- The Northern Eskimos of Alaska. A Source Book. ED 075 144
- Cultural Differences
The Education of the Culturally Different: A Multi-Cultural Approach. A Handbook for Educators. ED 075 142
- Individualization of Instruction: The American Indian Student. Education Monograph No. 7. ED 075 116
- Practices of Low-Income Families in Feeding Infants and Small Children, With Particular Attention to Cultural Subgroups. ED 075 564
- Cultural Education
Audiovision for Information and Entertainment. Television. New Broadcasting Techniques and Cultural Development. ED 074 775
- Cultural Identity: An Approach to Preventing Delinquency Among Chicanos. ED 074 136
- France in America. ED 075 840
- Humanities, Religion, and the Arts Tomorrow. ED 074 492//
- Introducing Literature of the Minorities. ED 074 501
- Man in Society. ED 075 312
- Meeting Another Culture through Language: French. ED 074 820
- Multi-Ethnic Micro-Units. ED 075 305
- Towards An Interdisciplinary Core Curriculum in Afro-American Studies. ED 074 953
- Cultural Enrichment
Israel Education Abstracts. A Selected Bibliography of Current and Past Literature on Materials on the Philosophy, Policy, and Practice of Education in Israel. Volume 7, 1972 (Special Enlarged Edition) on Advantaging the Disadvantaged in Israeli Education. ED 075 521
- Cultural Environment
The Role of Communications in Indian Life. Position Paper. ED 075 135
- Cultural Factors
An Adlerian Approach to Measuring Change in College Freshmen. ED 074 431
- Ethnic Values and Language Learning. ED 074 859
- Forces Affecting Educational Decisions. ED 074 636
- Cultural Interrelationships
A Bilingual Approach: Education for Understanding. Leadership Report. ED 075 106
- Cross-Cultural Counseling: Bridge Between Desegregation and Integration. A Study Relative to Group Counseling and its Impact on Students and Faculty. ED 074 417
- Cultural Isolation
Mexican-American Self-Concept and Educational Achievement: The Effects of Ethnic Isolation and Socio-Economic Deprivation. ED 075 126
- Culture Conflict
I am Joaquin. Yo Soy Joaquin. An Epic Poem with a Chronology of People and Events in Mexican and Mexican American History. ED 075 122//
- Culture Contact
Intercultural Communication Research: Where Do We Go from Here? ED 074 556
- Curriculum
Differential Relationship with Grade Criteria for Predictors at Varying Levels of Freshman Grade Complexity. ED 075 511
- Elementary Mathematics: A Handbook for Teachers. ED 075 234
- Programmed Math Continuum, Level One, Algebra, Handbook. ED 075 200
- Curriculum Design
Content Analysis Schedule for Bilingual Education Programs: Region XIII Bilingual Education. ED 074 870
- Content Analysis Schedule for Bilingual Education Programs: Bilingual Education Project for Navajo. ED 074 871
- Content Analysis Schedule for Bilingual Education Programs: Bilingual Elementary Education Program. ED 074 872
- Content Analysis Schedule for Bilingual Education Programs: Bilingualism in an Open School Education Program. ED 074 873
- Content Analysis Schedule for Bilingual Education Programs: Compton Elementary Bilingual Education Plan. ED 074 874
- Content Analysis Schedule for Bilingual Education Programs: Las Cruces Elementary School Bilingual Project. ED 074 875
- Content Analysis Schedule for Bilingual Education Programs: The Lorain City Bilingual Education Program. ED 074 876
- Content Analysis Schedule for Bilingual Education Programs: Pomona Bilingual Leadership Program. ED 074 877
- Content Analysis Schedule for Bilingual Education Programs: The North Country Bilingual Project. ED 074 878
- Content Analysis Schedule for Bilingual Education Programs: Colorado City Center to Aid Bilingual Education. ED 074 879
- Content Analysis Schedule for Bilingual Education Programs: Bilingual Education in a Consortium. ED 074 881
- Content Analysis Schedule for Bilingual Education Programs: Adaptations of Bilingual Education. ED 074 882
- Developing a Native American Studies Program. ED 075 133
- Individualization of Instruction: The American Indian Student. Education Monograph No. 7. ED 075 116
- Curriculum Development
Audio Visual Tutorial Development at the Milwaukee Area Technical College. ED 074 770
- Careers and College Students. ED 074 393
- CCAF: A Lesson in Space Age Curriculum Development. ED 075 011
- Curriculum Materials 1973. ED 075 356
- Decision Making at the Institutional Level. ED 074 619
- Designing Culturally Sensitive Curriculum Materials for Canadian Schools. Indian-Metis. ED 075 301
- Development and Pilot Test of a Career-Oriented, Peer-Instructional Model in the Office Cluster of Business Occupations. Final Report. ED 075 603
- Development of Two Models for Improvement of a Combat Information Center Watch Officer Course: A Proposal for Implementation. Research Memo. (Final). ED 074 700//
- Educating for International Understanding: A Role for Community Colleges. ED 075 015
- Ethnic Studies in Elementary Schools and Secondary Schools in New York. ED 075 558
- Integrated Curriculum in Methods Courses. ED 075 363
- Iterim Report-Summer Institute. ED 075 279
- A Junior High School Industrial Technology Demonstration Program The World of Construction, 1969-1970. Final Report. ED 075 661
- The MODIA Questionnaire for Curriculum Analysis. ED 074 738
- The Northern Eskimos of Alaska. A Source Book. ED 075 144
- Oklahoma in the World: Guide to the Improvement of the Teaching of Modern Foreign Languages. ED 074 843
- An Overview of MODIA: A Method of Designing Instructional Alternatives for Air Force Training. ED 074 739
- Project Media Now--A Bold Look at New Curricula. ED 074 500
- Prologue to the Women Studies Program, University of Pittsburgh. ED 074 890
- The Relationship of Curriculum to School District Organization. ED 074 570//
- Selected Comparisons of Teacher and Curriculum Characteristics Related to Educational Innovation for the Great Plains. ED 074 571//
- Self-Paced Physics, Documentation Report, Final Report 5.0. ED 075 254
- Self-Paced Physics, Documentation Report, Management System Report 5.4a. ED 075 255
- Self-Paced Physics, Documentation Report, Revision Process Documentation 5.5. ED 075 259
- A Strategy for Curriculum Development in Teacher Education. ED 075 397
- A Study of the Effects of the Installation of a Curriculum Engineering System. ED 075 499
- Teacher Sensitivity to Curricular Forces. ED 075 394
- Trends in Teacher Education, Number 12, Trends in the Ruralization of Primary School Curriculum in the Seventies and the Role of Teacher Education Institutions in Asian Countries. ED 075 118
- Undergraduate Social Work Education for Practice: A Report on Curriculum Content and Issues. ED 074 894
- A World Curriculum for United States Schools. ED 075 284

Curriculum Evaluation

- Analysis of Skills Needed by Graduates of Associate Degree Insurance Major. Final Report. ED 075 616
- Development of Two Models for Improvement of a Combat Information Center Watch Officer Course: A Proposal for Implementation. Research Memo. (Final). ED 074 700//
- Teacher Sensitivity to Curricular Forces. ED 075 394
- Using Non-Participant Observation in Curriculum Assessment: A Case Example. ED 075 295

Curriculum Guides

- Brotherhood Through Education: A Guide for Teachers of American Indians. ED 075 154//
- Career Motivation: Curriculum Guide for Grades K-6. Ohio's Career Continuum. ED 075 641
- Communication Department Courses of Study: Non-Graded Mini Courses, Grades 10, 11, 12. ED 074 550
- Communication/Speech. ED 074 538//
- Curriculum Guide for Exceptional Learners, English-Reading: 7-8. ED 074 503
- Curriculum Guide for Interpreter Training. ED 074 656
- Curriculum Guide Functional Level A Exceptional Child Program. ED 074 657
- Curriculum Materials 1973. ED 075 356
- Elementary Mathematics: A Handbook for Teachers. ED 075 234
- English Department Mid Course Curriculum for Juniors and Seniors at Norton High School. ED 074 490
- The English Language Arts and Basic Skills Program of the Bellevue Public Schools. Elementary Level. ED 074 487
- The English Language Arts and Basic Skills Program of the Bellevue Public Schools. Junior High Level. ED 074 488
- The English Language Arts and Basic Skills Program of the Bellevue Public Schools. Senior High Level. ED 074 489
- English Language Arts: Language Section K-12. Experimental Edition. ED 074 515
- A Guide for the Teacher of the Trainable Mentally Handicapped. ED 074 667
- Hydrologic Services Course. ED 074 373
- An Imaginary Trip to Spain. ED 074 839
- Language Arts: A Curriculum Guide, Levels: Kindergarten through Twelve. ED 074 509
- Large - Small or Mini Group Instruction in English, 8th and 9th Grades. ED 074 518
- Physical Science-Supplement: Project Oriented. ED 075 441
- A Program for Students with Learning Difficulties. Social Studies: Ten, Eleven, and Twelve. ED 075 442
- Programmed Math Continuum, Level One, Algebra, Handbook. ED 075 200
- A Resource Bulletin for Home Economics. Grade 9. ED 075 443
- Social Sciences: Curriculum Guide for Teaching Gifted Students Social Sciences in Grades Seven Through Nine. ED 074 679
- Speech Communication in the Secondary School. ED 074 546//
- Strand I: Physical Health. Sensory Perception for Grades K-3. ED 075 435
- Strand I: Physical Health. Sensory Perception. Health Curriculum Materials Grades 4, 5, 6. ED 075 436
- Strand I: Physical Health. Sensory Perception. Health Curriculum Materials Grades 7, 8, 9. ED 075 437

Curriculum Planning

- Decision Making at the Institutional Level. ED 074 619
- Student Choice: A Theoretical Analysis of Higher Education With Some Empirical Evidence Considered. ED 074 973//
- A Study of the Effects of the Installation of a Curriculum Engineering System. ED 075 499

Curriculum Research

- Curriculum Materials 1973. ED 075 356
- The Effects of an Inquiry-Oriented Curriculum in Science on a Child's Achievement in Selected Academic Areas. ED 075 171//
- The Effects on Achievement of Using the Forced Inferential Response Mode in an Intermediate Grade Population-Geography Unit. ED 075 317
- Teaching Economics in Elementary Schools: Comparing Program vs. Non-Program Students and the Effect of Teacher Acquaintance with Instructional Materials. ED 075 293

Cybernetics

- On Access to Knowledge in the Social Sciences and Humanities, From the Viewpoint of Cybernetics and Information Science. ED 075 046
- A Hierarchic System for Information Usage. ED 074 557
- Impact of Cybernetics on Information Science, and Vice Versa. ED 075 047
- Recasting Communication Theory and Research: A Cybernetic Approach. ED 074 536

Daily Living Skills

- Toilet Training the Retarded Child. ED 074 660

Data Analysis

- Evaluation System Model for the Basic Functions of Vocational Education in California: A Computer Based Evaluation System for Vocational Education. ED 075 667
- Missing at Random: What Does it Mean? Draft. ED 075 486
- Social Studies: Application Units. Course II, Teachers. Computer-Oriented Curriculum. REACT (Relevant Educational Applications of Computer Technology). ED 075 272

Data Bases

- GANDALF: A General Alpha-Numeric Direct Access Library Facility. ED 074 759

Data Collection

- Establishment of a Comprehensive Data System for Occupational Training in Kentucky--Phase I, Final Report. ED 075 647
- National Inventory of Library Statistics Practices. Volume I, Data Collection on the National, State, and Local Levels. ED 075 032

Day Camp Programs

- Basic Steps in Planning Outdoor Education Day-Camping Programs. A Definitive Statement to Assist Teachers Involved in Day-Camping Programs. ED 075 139

Day Care Programs

- Assessing Teacher Behaviors with Infants in Day Care. ED 075 505
- Day Care Facts. ED 075 631
- A Review of the Present Status and Future Needs in Day Care Research. A Working Paper. ED 075 673//

Day Care Services

- A Review of the Present Status and Future Needs in Day Care Research. A Working Paper. ED 075 673//

- Survey of Child Care Among Women Working in Industry in Arkansas and a Day Care Program for These Women. Final Report. ED 075 587//

Dayton

- Informing the Public About Alternative Options for Financing the Public Schools. Final Progress Report. ED 074 638

Deaf

- Curriculum Guide for Interpreter Training. ED 074 656
- The Vocational Rehabilitation of Deaf People. ED 075 642
- Workshop on Evaluation and Recommendations Relating to the National Conference for Coordinating Vocational Rehabilitation and Educational Services for Deaf People. ED 074 356

Deaf Blind

- Development and Demonstration of Communication Systems for the Blind and Deaf/Blind. Braille Communication Terminals and Tactile Paging Systems. Final Report. ED 074 663

Deaf Education

- Workshop on Evaluation and Recommendations Relating to the National Conference for Coordinating Vocational Rehabilitation and Educational Services for Deaf People. ED 074 356

Deaf Interpreting

- Curriculum Guide for Interpreter Training. ED 074 656

Debate

- The 1972 Campaign for the United States Senate in North Carolina: Debate or Educational Television. ED 074 548

Decision Making

- Assessing Knowledge of Cultures. ED 075 125
- An Assessment of a Survey Feedback-Problem Solving-Collective Decision Intervention in Schools. Final Report. ED 074 602
- Cable Television: A Summary Overview for Local Decisionmaking. ED 074 779//
- Cost Utility: An Aid to Decision Making. ED 074 623
- Decision Making at the Institutional Level. ED 074 619
- The Effects of Time Limit on Correctness of Decision and Member Satisfaction in Decision-Making Group Discussions. ED 074 535
- Methodological Advances in Political Gaming: The One-Person Computer Interactive, Quasi-Rigid Rule Game. ED 074 693//
- A Model for Intake Decisions in Child Welfare. ED 075 085
- A New Eclectic Model for the Redirection of Evaluation Efforts. ED 075 086
- Perspectives of School Desegregation in the Southeast. ED 075 460//
- The School Board President. Guidelines for Better Board Meetings. ED 074 616

Decision Making Skills

- Communications and Decision Making. Instructor's Guide for an Adult Course. ED 074 352

Decoding (Reading)

- Current Basic Research in Beginning Reading. ED 074 444

Defensive Driving Courses

- An Evaluation of the National Safety Council's Defensive Driving Course in Selected States. Final Report. ED 075 653//

Definitions

- Conceptual Analysis in Social Studies Research. ED 075 297

- Office of Education Instructional Codes, Titles and Definitions for Use in Distributive Education. ED 075 629
- Piaget: Dictionary of Terms [Original Title: Dictionnaire D'Epistemologie Genetique]. ED 074 468//
- A Search for Quality in Education. ED 074 569//
- Degree Requirements**
- Regents External Degree Associate in Applied Science in Nursing. ED 074 938
- Report of the Task Force to Explore Feasibility of a Three-Year Baccalaureate Program. Established March 1, 1972. ED 074 944
- Degrees (Titles)**
- Earned Degrees Conferred: 1969-70 Summary Data. ED 074 986
- Delaware**
- An Occupational Vocational Education Model for the State of Delaware. (October 1, 1971-September 30, 1972). Interim Report. ED 075 686
- Delinquency Prevention**
- The Buddy System Model: Community-Based Delinquency Prevention Utilizing Indigenous Nonprofessionals as Behavior Change Agents. ED 074 394
- Cultural Identity: An Approach to Preventing Delinquency Among Chicanos. ED 075 136
- Demand Occupations**
- Determining Occupational Emphases for High School Program Design. Final Report. ED 075 572
- Occupational Demand in Minnesota for 1973. ED 075 663
- Democratic Values**
- Children's Social Learning: Implications of Research and Expert Study. ED 075 071
- Demography**
- An Assessment of Educational Needs for Learners in Florida, 1970. ED 074 631
- Demographic Change and Local School District Organization. ED 074 568//
- Environment and Population. A Sourcebook for Teachers. ED 075 315
- Persons of Spanish Origin in the United States: March 1972 and 1971. Population Characteristics. Current Population Reports. ED 075 143
- A Study of the Socioeconomic Status of Michigan Indians, 1971. ED 075 127
- Teaching Notes on Population. ED 075 298
- Demonstration Centers**
- Innovations in Apprenticeship: The Feasibility of Establishing Demonstration Centers for Apprenticeship and Other Industrial Training. Final Report. ED 075 596//
- Demonstration Programs**
- Evaluative Report on Phase II of the Secondary Schools Project for an Introduction to the Allied Health Professions. ED 075 665
- A Junior High School Industrial Technology Demonstration Program The World of Construction, 1969-1970. Final Report. ED 075 661
- Demonstration Projects**
- Employer Services Activities and Manpower Policy. Interim Report. ED 075 589//
- Multi-Handicapped Blind Persons Can Work. ED 074 665
- Physicians-in-Residence: A Demonstration Project in Continuing Education. ED 075 604
- Demonstrations (Civil)**
- Student Demonstrations and Riots: Past, Present, and Future. ED 074 387
- Desensitization**
- Group Systematic Desensitization of Test Anxiety. ED 074 406
- Design**
- TOC: Table of Contents Practices of Primary Journals--Recommendations for Monolingual, Multilingual and International Journals. ED 075 042//
- Design Needs**
- The Instructional Development Factory. ED 074 749
- Developing Nations**
- Adult Education as Part of Life-Long Education. ED 074 330
- Adult Education in Tanzania: Life-Long Process for National Development. ED 074 328
- Community Schools in Developing Countries. International Studies in Education 23. ED 074 381//
- Educational Reform and Instructional Television in El Salvador: Costs, Benefits, and Payoffs. ED 074 714
- Field Experiments of Family Planning Incentives. ED 074 317
- Instructional Television in the Educational Reform of El Salvador. Information Bulletin Number Three. ED 074 763
- Leadership, Education and Agricultural Development Programs in Colombia. ED 074 310
- Life-Long Education in the Peruvian Revolution: Meaning, Realizations and Perspectives. ED 074 336
- The Neighborhood Youth Corps Goes to Fiji: Job Training for Another Society's Disadvantaged Youth. Final Report. ED 075 654//
- The Practice of Mass Communication: Some Lessons from Research. ED 074 746
- The Role of Film in Development. ED 074 751
- Statement Regarding Life-Long Education. ED 074 334
- Strategies for Directing Existing Educational Systems Towards Life-Long Education: What Algerian Experience Has to Contribute. ED 074 329
- A Survey of A.I.D. Educational Cooperation with Developing Countries. ED 074 799
- The Training of Adult Middle-Level Personnel. ED 074 382//
- Developmental Programs**
- Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities. Interim Report. ED 075 610
- Lincoln County Exemplary Program in Vocational Education, Resource Units Developed by Exemplary Teachers for Grades 1-12, Volume IV of Volume I. ED 075 611
- "Operation Bridge" - An Innovative Comprehensive Vocational Education Program for Disadvantaged Youth. Second Interim Report. ED 075 578
- A Project to Demonstrate Making Vocational Education More Accessible to Persons in Rural Minnesota Through Cooperative Vocational Centers. Final Report. ED 075 633
- Research Model for Levels Nine and Ten: Lincoln County School Based Model for Career Education, Volume III of Volume I. ED 075 613
- A Suggestive Resource Unit for Levels Seven and Eight Using the Occupational Clusters in Career Orientation, Volume II of Volume I. ED 075 612
- A Title I ESEA Case Study: Spanish English Developmental Program, Buffalo, New York.
- Developmental Psychology**
- Children and Youth: Psychosocial Development. ED 075 095//
- Developmental Reading**
- Reading Improvement in the Secondary School. ED 074 467//
- Diagnostic Teaching**
- Differentiated Staffing and Non-Teamed Organizational Structures as They Affect Elementary School Teacher-Pupil Interaction. ED 075 090
- Prescriptive Profile Procedure for Children With Learning Disabilities. ED 074 673
- Diagnostic Tests**
- Self-Paced Physics, Documentation Report, Test Item Bank 5.3. ED 075 258
- Dialect Studies**
- The Research Methods of the Arkansas Language Survey. ED 074 823
- Dictionaries**
- Hawaiian Dictionary: Hawaiian-English, English-Hawaiian. ED 074 841//
- Piaget: Dictionary of Terms [Original Title: Dictionnaire D'Epistemologie Genetique]. ED 074 468//
- Dietetics**
- Nutrition for Athletes. A Handbook for Coaches. ED 075 401
- Differentiated Staffs**
- An Evaluation of School Personnel Utilization Projects. Volume I, An Overview of Objectives and Outcomes of the Evaluation of School Personnel Utilization Projects. ED 075 382
- An Evaluation of School Personnel Utilization Projects. Volume II, An Analysis of the School Personnel Utilization Programs Goals and Objectives with Suggested Revisions. ED 075 383
- An Evaluation of School Personnel Utilization Projects. Volume III, An Assessment of the Impact of School Personnel Utilization Program Training. ED 075 384
- New Dimensions in Teacher Education. The Role of Differentiated Staffing in Teacher Education. ED 075 385
- Digital Computers**
- Educational Projects for a Digital Logic Laboratory. ED 074 696//
- Directories**
- Agua Arriba--Up the Stream. ED 075 114
- Directories of Services and Facilities; A Selective Bibliography. Exceptional Child Bibliography Series No. 638. ED 074 684
- Directory of Organizations Interested in the Handicapped. ED 074 671
- Public Continuing and Adult Education 1973 Almanac. ED 074 384//
- Scholarships and Fellowships Available to Extension Workers 1972-1973. ED 074 325
- Directors (Theater)**
- Body Buffer Zone and Proxemics in Blocking. ED 074 541
- Disadvantaged Groups**
- Guidelines for Identifying, Classifying, and Serving the Disadvantaged and Handicapped Under the Vocational Education Amendments of 1968. ED 075 580
- Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume IV: Career Opportunities Program Impact Evaluation (COP).

- ED 074 594
Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume V: Appendix. Career Opportunities Program Impact Evaluation (COP).
- ED 074 595
A Master's Degree Program for the Teaching of Culturally and Educationally Deprived Children and Youth.
- ED 075 438
Migrant Education. A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 3.
- ED 075 162
Narrative Evaluation Report on the Institute for Training in Librarianship: The Librarian in a Pluralistic Society: Cross-Cultural Training for Social Action (Univ. of Hawaii, Honolulu; Aug. 1971-May 1972).
- ED 075 059
National Assessment of the New Careers Program, July 1967-October 1969. Final Report.
- ED 075 585//
Problems in the Application of Behavior Modification Principles for Teaching Job-Required Behaviors to Disadvantaged Manpower Trainees. Special Report.
- ED 075 656//
Public Library Service for the Urban Disadvantaged.
- ED 075 058
Rehabilitation, Sheltered Workshops, and the Disadvantaged: An Exploration in Manpower Policy.
- ED 075 609//
Rural Development: 1971--A Year of Listening and Watching the Development of the Growing Consensus that Something Must be Done for the People of the American Countryside.
- ED 075 112
Strengthening Manpower Programs for Spanish-Speaking Americans. Report of the Department of Labor Study Group on Manpower Needs of Spanish-Speaking Americans.
- ED 075 626
Disadvantaged Youth
Fulfilling the Potential of NYC-2: Using Government Agencies for Training the Disadvantaged for Employment in Public and Private Sectors: II. The Consortium Model.
- ED 075 638//
Fulfilling the Potential of NYC-2. The Pre-Program Orientation: Toward Enhancing Success in NYC-2 Job Training. Final Report.
- ED 075 658//
Identification of Gifted and Creative Children and Youth Among Black Disadvantaged Groups. A Symposium/Workshop Presented by Members of the Bi-Racial Identification Committee.
- ED 075 462//
Invitational Conference on Measurement in Education; Proceedings (of the) Eleventh Southeastern Conference (December 8-9, 1972). Session I.
- ED 075 449
Methods and Results of an Every-Child Program for the Early Identification of Developmental Deficits.
- ED 074 672
Minority Groups/Disadvantaged Youth: A Selective Bibliography. Exceptional Child Bibliography Series No. 646.
- ED 074 685
The Neighborhood Youth Corps Goes to Fiji: Job Training for Another Society's Disadvantaged Youth. Final Report.
- ED 075 654//
New Indian Tribalism. Working Paper.
- ED 075 149
Perceptions of Success and Failure by Disadvantaged Elementary School Children. Final Report.
- ED 075 554
Reading Goals for the Disadvantaged.
- ED 074 483
Reflections of the Community: The Community Aide and Consumer and Homemaking Education.
- ED 075 607
The Relative Effectiveness of Two Different Mathematics and Science Programs Used With Disadvantaged and Non-Disadvantaged First Grade Children.
- ED 075 175//
The South Goes North. Volume III of Children of Crisis.
- ED 075 111//
Title I. Elementary and Secondary Education Act in Rhode Island. Sixth Annual Evaluation, Fiscal Year 1970-71.
- ED 074 601
Training Manpower Development Work Supervisors in the Use of Behavior Modification Techniques to Teach Job-Required Skills. Special Report.
- ED 075 655//
Unemployment in the Urban Core: An Analysis of Thirty Cities with Policy Recommendations. Praeger Special Studies in U.S. Economic, Social, and Political Issues.
- ED 075 608//
Discipline
Freedom as a Result of Control?
- ED 075 477//
Social Punishment in the Modification of a Pre-School Child's "Autistic-Like" Behavior with Mother as Therapist.
- ED 075 068
Techniques to Improve Classroom Control and Instruction.
- ED 075 474//
Discourse Analysis
Cognitive Aspects of Learning in Arbitrary and Non-Arbitrary Contexts: Acquisition of Knowledge from Natural-Language Discourse. Final Report.
- ED 074 527
Discourse: The Primary Language.
- ED 074 475
Discovery Learning
Open Education A Beginning.
- ED 074 730//
Discrimination Learning
Children's Discrimination of Sibling Role Concepts.
- ED 075 077
The Effect of Instructions, Discrimination Difficulty, and Methods of Assessment on Generalized Imitation.
- ED 075 076
Perceptual Capacities of Retarded and Normal Children. Final Report.
- ED 074 692
Pronouncing as a Method of Choice in Verbal Discrimination Learning. Technical Report.
- ED 074 464
Discriminatory Attitudes (Social)
Public Schools in Transition. . . One Student Body. Its Needs and Directions.
- ED 075 446//
Discussion (Teaching Technique)
Landing Rightside Up In TV and Film.
- ED 074 731//
Leading Film Discussions: A Guide to Using Films for Discussion, Training Leaders, Planning Effective Programs.
- ED 074 771//
Discussion Groups
The Effects of Time Limit on Correctness of Decision and Member Satisfaction in Decision-Making Group Discussions.
- ED 074 535
Role of the Academic Dean in Implementing Accountability: Anatomy of a Conference for Deans of Instruction in Two-Year Colleges.
- ED 075 014
Distinguished Achievement Award Entry
Behavior Modification for Teachers.
- ED 075 373
The Bowling Green State University Teacher Learning Center Concept.
- ED 075 413
Case Study of Performance Based, Field Oriented Education at the University of Washington 1967-72.
- ED 075 420
Case Study of the Grand Rapids Public Schools.
- ED 075 425
Case Study. Operation: Cooperation Ashland College -- Ashland City Schools.
- ED 075 415
A Cooperative Program in Teacher Education.
- ED 075 361
Counselor Education: A Program in Functional Humanism.
- ED 075 422
Elementary Teacher Training Specialization.
- ED 075 417
Excellence in Teacher Education Entry. College of Mount St. Joseph Inter-Disciplinary Approach to Teacher Preparation.
- ED 075 411
Experience Oriented Teacher Education Program.
- ED 075 412
Hunter College TTT Program: Training the Teachers of Teachers Elementary Education.
- ED 075 433
An Innovative Program for Preparing Secondary School Teachers in Science and Mathematics Education.
- ED 075 432
A Master's Degree Program for the Teaching of Culturally and Educationally Deprived Children and Youth.
- ED 075 438
Partners in the Education of Teachers: A Cooperative Program Between a College, a Small Rural School, and a Rural Community.
- ED 075 424
Performance-Based Undergraduate Program for the Education of Teachers at Brooklyn College.
- ED 075 414
A Personal-Professional Development Program for Prospective Classroom Specialists in Teacher Education.
- ED 075 427
Programa De Educacion Interamericana.
- ED 075 440
Project WE 1972-73: A Social System Approach to Training Leaders for Urban Schools.
- ED 075 418
Teacher Educational Experiences Program: An Affective-Based Program of Self-Selection for Undergraduate Teacher Candidates.
- ED 075 423
[Teacher Preparation Programs.]
- ED 075 430
TURN ABOUT: A Competency-Based Teacher Education Program.
- ED 075 431
University of Tennessee--Cinch-Powell Student Teaching Project.
- ED 075 416
[Values: Freedom to Learn].
- ED 075 419
Distributive Education
Adult Distributive Education.
- ED 075 649
Office of Education Instructional Codes, Titles and Definitions for Use in Distributive Education.
- ED 075 629
Distributive Law
Some Factors Associated with Pupils' Performance on Examples Involving Selected Variations of the Distributive Idea.
- ED 075 199
District of Columbia
A Comprehensive Plan for Special Education.
- ED 074 669
Evaluation of ESEA Title I Programs for the District of Columbia, 1970-71. Final Report.
- ED 075 529
Divergent Thinking
The Development of Divergent Thinking as a Function of Inquiry Training.
- ED 075 168//
Doctoral Degrees
The Air Force Advanced Education System.
- ED 074 977//
Earned Degrees Conferred: 1969-70 Summary Data.
- ED 074 986
A Follow-Up Study of Ph.D. Graduates from The Ohio State University with a Major in Industrial Technology Education.
- ED 075 646//
Doctoral Programs
A Comparative Study of the Philadelphia Leadership Program at the Pennsylvania State University.
- ED 075 526
A Follow-Up Study of Ph.D. Graduates from The Ohio State University with a Major in Industrial Technology Education.
- ED 075 646//

Doctoral Theses

Canadian Research in Adult Education: A Bibliography of Masters' Theses and Doctoral Dissertations.

ED 074 376

The Development of Divergent Thinking as a Function of Inquiry Training.

ED 075 168//

The Effects of an Inquiry-Oriented Curriculum in Science on a Child's Achievement in Selected Academic Areas.

ED 075 171//

The Effects on the Intelligence, Reading, Mathematics, and Interest in Science Levels of Third Grade Students Who Have Participated in Science - A Process Approach Since First Entering School.

ED 075 174//

An Exploratory Investigation of Micro-Teaching as a Pre-Service Technique and Its Evaluation, Using the Flanders System of Interaction Analysis.

ED 075 169//

Piaget's Theory as the Basis for the Assessment of Reading Disability and Suggested Remediation Through an Adapted Science Curriculum.

ED 075 172//

A Study of Concept Development and Communication Abilities in Children Aged Five Through Eight Using Leaf Morphology as the Vehicle.

ED 075 182//

Documentaries

Leading Film Discussions: A Guide to Using Films for Discussion, Training Leaders, Planning Effective Programs.

ED 074 771//

Documentation

American Indian Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 3.

ED 075 121

DARE: Unesco Computerized Data Retrieval System for Documentation in the Social and Human Sciences (Including an Analysis of the Present System).

ED 074 744//

Drama

Dramatism and Development.

ED 074 497//

Teaching Shakespeare.

ED 074 491//

Three Hundred Years of American Drama and Theatre: From "Ye Bear and Ye Cubb" to "Hair".

ED 074 499//

Dramatics

Henry James on the Art of Acting.

ED 074 534

Three Hundred Years of American Drama and Theatre: From "Ye Bear and Ye Cubb" to "Hair".

ED 074 499//

Driver Education

Annual Safety Education Review 1972.

ED 075 408

Driver Education in the Schools. Automotive Safety Foundation's Monitor.

ED 075 660

Driver Education Task Analysis. Volume I: Task Descriptions. Final Report (August 1969-July 1970).

ED 075 571//

Driver Education Task Analysis. Volume IV: The Development of Instructional Objectives. Final Report.

ED 075 623

Driver Education Task Analysis. Volume II: Task Analysis Methods. Final Report.

ED 075 624

An Evaluation of the National Safety Council's Defensive Driving Course in Selected States. Final Report.

ED 075 653//

How to Pass the Road Rules Test. Revised 1973.

ED 074 658

Dropout Characteristics

The Aims and Needs of College Vocational Education Dropouts. A Research Report.

ED 075 579

Attrition Prevention Through Counseling Among Community College Students; NOR-CAL Phase III.

ED 075 012

Dropout Identification

[The Effects of Changes in the Aptitude Level of Entering Students on Attrition and Grading Standards.]

ED 074 913

Dropout Prevention

Evaluative Report on Phase II of the Secondary Schools Project for an Introduction to the Allied Health Professions.

ED 075 665

Fulfilling the Potential of NYC-2. The Pre-Program Orientation: Toward Enhancing Success in NYC-2 Job Training. Final Report.

ED 075 658//

Interim Report on CETA.

ED 075 359

Project Outreach for Optimum Growth of Alienated Youth Who Reject School.

ED 075 522

Dropout Programs

The Buddy System Model: Community-Based Delinquency Prevention Utilizing Indigenous Nonprofessionals as Behavior Change Agents.

ED 074 394

Final Report of the Evaluation of the 1971-72 Benjamin Franklin Urban League Street Academy.

ED 075 557

"Operation Bridge" - An Innovative Comprehensive Vocational Education Program for Disadvantaged Youth. Second Interim Report.

ED 075 578

Project Outreach for Optimum Growth of Alienated Youth Who Reject School.

ED 075 522

Dropout Rehabilitation

Final Report of the Evaluation of the 1971-72 Benjamin Franklin Urban League Street Academy.

ED 075 557

Dropout Research

Attrition Prevention Through Counseling Among Community College Students; NOR-CAL Phase III.

ED 075 012

Demographic and Social Accounting: A Follow-Up on the Withdrawals from Quebec Colleges.

ED 074 889

A Program for Early Detention and Attitudinal Reorientation of Potential School Dropouts.

ED 074 407

Two Attrition Studies at Santa Fe Community College.

ED 075 022

Dropouts

The Accelerated Learning Experiment: An Approach to the Remedial Education of Out-of-School Youth. Final Report.

ED 075 546

The Aims and Needs of College Vocational Education Dropouts. A Research Report.

ED 075 579

Demographic and Social Accounting: A Follow-Up on the Withdrawals from Quebec Colleges.

ED 074 889

An Equilibrium Flow Model of a University Campus.

ED 074 969//

Evaluation Report: The City University of New York College Adapter Program.

ED 074 970//

Factors Influencing Farmers to Stay In or Drop Out of the Young Farmer Program in Wisconsin.

ED 075 617

A Program for Early Detention and Attitudinal Reorientation of Potential School Dropouts.

ED 074 407

Drug Abuse

Drug Education Guidelines.

ED 074 416

Drugs and the Couch.

ED 075 400

Special Action Office for Drug Abuse Prevention Answers the Most Frequently Asked Questions About Drug Abuse.

Drug Education

Drug Education Guidelines.

ED 074 416

Drugs and the Couch.

ED 075 400

Ritalin for School Children: The Teachers' Perspective.

ED 075 426

Special Action Office for Drug Abuse Prevention Answers the Most Frequently Asked Questions About Drug Abuse.

ED 075 187

Tune In, Drug Abuse News for Broadcasters About Broadcasting.

ED 075 188

Drug Legislation

Drug Education Guidelines.

ED 074 416

Dyslexia

Current Concepts in Dyslexia.

ED 074 451//

Eye Movement Disorders in Dyslexia. Final Report.

ED 074 691

Early Childhood

Bilingual Education and Early Childhood.

ED 074 868

Improving Visual Skills: A Guide for Teachers of the Handicapped.

ED 074 647

Early Childhood Education

A Child Development, Behavior Modification Research, and Data-Based Model for Training Teachers of Young Handicapped Children.

ED 074 690

Films in Early Childhood Education.

ED 075 069

Final Report of an Evaluation of the ESEA Title I Programs, Community School District 1, Board of Education of the City of New York.

ED 075 550

Not All Little Wagons Are Red; the Exceptional Child's Early Years.

ED 074 676

Early Experience

Bilingual Education and Early Childhood.

ED 074 868

Eating Habits

Practices of Low-Income Families in Feeding Infants and Small Children, With Particular Attention to Cultural Subgroups.

ED 075 564

Tennessee's Extension Food and Nutrition Education Program.

ED 075 428

Ecological Factors

Activities for Studying Seasonal Change, Grade Level K-1. Environmental Education Series, Bulletin No. 247-F.

ED 075 222

Ecology

L'Humanite n'en Sortira pas...Vivante (Humanity Will Not Get Out Alive). French Ecology Packet: Resource Materials and Readings for French Classes at Advanced Levels.

ED 074 849

What's Ecology?

ED 075 165//

Economically Disadvantaged

The Communication Environment of the Urban Poor.

ED 075 553

Is Our Evolving Social Policy for Children Based on Fact or Fiction?

ED 075 080

The South Goes North. Volume III of Children of Crisis.

ED 075 111//

Economic Development

A Bibliographical Guide to Structural Development.

ED 074 375

Effectiveness of Science Tasks and Plans for Siberian Scholars.

ED 075 176//

Manpower Planning for Jobs in Rural America. Proceedings of a Conference (Michigan State University, December 14-15, 1972).

ED 075 155

Economic Disadvantage

Education for the Rural Disadvantaged: Summary of Findings and Conclusions of an Experimental Study. Research Report.

ED 075 119

Foxfire 2: Ghost Stories, Spring Wild Plant Foods, Spinning and Weaving, Midwifing, Burial Customs, Corn Shuckin's, Wagon Making and More Affairs of Plain Living.

ED 075 147//

Hearings Before the Select Committee on Nutrition and Human Needs of the United States Senate, Ninety-First Congress, Second Session on Nutrition and Human Needs. Part I--Hunger and the Income Gap. Hearings Held Washington, D.C., March 2, 3, 4, and 6, 1970.

ED 075 518

The Maldistribution Thesis of Poverty: How Much of Rural Southern Poverty Can It Explain?

ED 075 150

Migrants, Sharecroppers, Mountaineers. Volume II of Children of Crisis.

ED 075 110//

Economic Education

The Newsletter of the National World of Work Economics Education Project.

ED 075 296

Teaching Economics in Elementary Schools: Comparing Program vs. Non-Program Students and the Effect of Teacher Acquaintance with Instructional Materials.

ED 075 293

Economic Factors

Rural Development: 1971--A Year of Listening and Watching the Development of the Growing Consensus that Something Must be Done for the People of the American Countryside.

ED 075 112

Understanding Fair Housing.

ED 075 565

Economic Opportunities

"Inequality" by Christopher Jencks: Four Critical Reactions. IRCD Bulletin, Volume 9, Number 1, January 1973.

ED 075 563

Economic Progress

Occupational Education as a Source of Economic Growth.

ED 074 369//

Economic Research

Appraising the Economic and Social Effects of Advertising. A Review of Issues and Evidence.

ED 074 776

Economics

The Economy, Energy, and the Environment. A Background Study.

ED 075 163

Latino and Anglo in Holland, Michigan. A Comparison of Their Economic, Housing and Educational Characteristics Based on Data from the 1970 U.S. Census.

ED 075 146

The Newsletter of the National World of Work Economics Education Project.

ED 075 296

Educable Mentally Handicapped

Anticipation of Cognitive Behavior of Mentally Retarded and Normal Children.

ED 074 689

Curriculum Guide Functional Level A Exceptional Child Program.

ED 074 657

How to Pass the Road Rules Test. Revised 1973.

ED 074 658

Learning to Earn a Living: A Resource Guide for Implementation of the State Curriculum for the Educable Mentally Retarded.

ED 074 664

Management System for EMR Work Study Program.

ED 074 670

Performance of Retardates on Piagetian Tasks as a Function of Ethnicity.

ED 075 177//

Education

The Education of the Culturally Different: A Multi-Cultural Approach. A Handbook for Educators.

ED 075 142

Humanistic Education Through Community Development.

ED 074 422

"Indian Education in the Bureau of Indian Affairs."

ED 075 130

Latino and Anglo in Holland, Michigan. A Comparison of Their Economic, Housing and Educational Characteristics Based on Data from the 1970 U.S. Census.

ED 075 146

Statistics Concerning Indian Education. Fiscal Year 1972.

ED 075 129

Educational Accountability

Accountability in Education! Why?

ED 075 481//

Accountability in Social Studies--A Questioning View.

ED 075 291

Bilingual Education and Accountability: A Perceptual View.

ED 074 817

Cooperative Accountability Project. An Overview of the Cooperative Accountability Project.

ED 074 625

A Few Issues and Ideas in Replanning Education.

ED 074 598

Methods and Problems of Pre- and Post-Communication Competency Assessment.

ED 074 551

New Organizational Patterns and Delivery Systems.

ED 074 600

Performance Contracts -- Success or Failure. Contract Learning Projects, Grand Rapids Public Schools, 1970-72.

ED 074 617

Role of the Academic Dean in Implementing Accountability: Anatomy of a Conference for Deans of Instruction in Two-Year Colleges.

ED 075 014

School Accountability Laws.

ED 075 488

Educational Administration

Annual Report of the Coordinating Board, Texas College and University System, 1972.

ED 074 934

Bond Management - Higher Education.

ED 074 954

Coming of Middle Age in Higher Education.

ED 074 914

A Comparative Study of the Philadelphia Leadership Program at the Pennsylvania State University.

ED 075 526

Country Education Profiles: Afghanistan

ED 075 318

Country Education Profiles: Albania.

ED 075 319

Country Education Profiles: Algeria.

ED 075 320

Country Education Profiles: Australia, and Australia-Territories (Papua, New Guinea and Norfolk Island).

ED 075 321

Country Education Profiles: Austria.

ED 075 322

Country Education Profiles: Bahrain.

ED 075 323

Country Education Profiles: Belgium.

ED 075 324

Country Education Profiles: Botswana.

ED 075 325

Country Education Profiles: Bulgaria.

ED 075 326

Country Education Profiles: Burundi.

ED 075 327

Desegregation: How Schools are Meeting Historic Challenge. Current Trends in School Policies and Programs Series, Number 3.

ED 075 537

Increasing the Effectiveness of Educational Management in Community Colleges. Project USHER.

ED 075 007

Introduction to the Resource Requirements Prediction Model I.6.

ED 074 999

[Management By Objectives Program.]

ED 075 300

Management Systems and Budgeting Methodology: Do They Meet the Needs and Will They Work? Studies in Management.

ED 075 378

The National Educational Establishment: Its Impact on Federal Programs and Institutional Policies.

ED 074 931

Selected Bibliography of Educational Materials in Pakistan, Vol. 5 No. 1, 1971: Period Covered, January-March 1971.

ED 074 845

Selected Bibliography of Educational Materials in Pakistan, Vol. 5 No. 2, 1971: Period Covered, April-June 1971.

ED 074 846

Selected Bibliography of Educational Materials in Pakistan, Vol. 5 No. 3, 1971: Period Covered, July-September 1971.

ED 074 847

Small College Management: Key to Survival. Research Currents.

ED 074 980

Structuring Education for Business Management.

ED 074 577//

Educational Alternatives

Forces Affecting Educational Decisions.

ED 074 636

Educational Anthropology

Designing Culturally Sensitive Curriculum Materials for Canadian Schools. Indian-Metis.

ED 075 301

Educational Attitudes

Florida Educational Opinion Survey, 1970.

ED 074 630

Statement Regarding Life-Long Education.

ED 074 334

Educational Background

Education, Training, and the Urban Ghetto.

ED 075 543//

A Survey of the Teaching of History and Social Studies in Secondary Schools.

ED 075 277

Training Impact of National Institutes of Health Research Grants. Part I: Hypotheses of Interest Concerning Individuals. Final Report.

ED 075 586//

Educational Benefits

The Emerging Regional Educational Service Agency: The Newest Member of the Restructured State School System.

ED 074 578//

Rates of Return on University Education With Economies of Scale.

ED 074 895

Educational Change

Anticipating Educational Issues Over the Next Two Decades: An Overview Report of Trends Analysis. Research Memorandum No. 18.

ED 074 627

Career Education: The Student in Focus.

ED 075 625

On Converting a Teacher College.

ED 075 357

Directions to Better Education.

ED 075 290

Educational Needs -- Some Changing Realities.

ED 074 567//

A Few Issues and Ideas in Replanning Education.

ED 074 598

A Forecast of Changes in Postsecondary Education.

ED 074 919

Forum 23: Three Case Studies of Instructional Change.

ED 075 026

Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume I: Introduction and Methodology.

ED 074 591

Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume IIA: Case Studies.

ED 074 592

Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume III: Results and Policy Recommendations.

ED 074 593

- Instructional Television in the Educational Reform of El Salvador. Information Bulletin Number Three. ED 074 763
- Life-Long Education in the Light of Certain Experiments--From Conception to Realization. ED 074 332
- Life-Long Education in the Peruvian Revolution: Meaning, Realizations and Perspectives. ED 074 336
- Man to Mankind: The International Dimension of Teacher Education. ED 075 447//
- Nature and Purpose of the International Symposium on Life-Long Education (Paris, September 25 - October 2, 1972). ED 074 331
- New Concepts on the Educational Horizon. ED 074 580//
- New Organizational Patterns and Delivery Systems. ED 074 600
- Population Growth and Resource Requirements for U.S. Education. ED 074 583
- Responding to Change: Recommended State Policy for Meeting Minnesota's Present and Future Needs for Post-Secondary Education. ED 074 945
- The School Psychologist; His Role in Effecting Educational Outcomes. ED 075 480//
- Upper Extension of Two-Year Colleges -- The 10 Year Look: 1963-1972. ED 075 019
- Educational Coordination**
A Guide to the Coordination of Supportive Services for Vocational Education Students. ED 075 575
- Educational Development**
Crisis in Red and White - An Educational Dilemma. Position Paper. ED 075 132
- Die Gesamtschule als Erziehungsprinzip der Kibbuzgemeinschaft (The Comprehensive School as the Educational Principle of the Kibbutz). ED 074 798
- Implications of National Institute of Education Policies and Programs for Educational Technology. ED 074 761
- Information Memorandum on the Organisation's Activities in Education, 1971-1972. ED 074 760
- National Conference on Career Education. Final Report. ED 075 570
- Natural Organization and Education. ED 075 285
- Progress of Education in the Asian Region. Statistical Supplement. ED 075 294
- The Research and Development Center Program of the U. S. Office of Education. ED 075 409
- Secondary Education, Social Structure and Development in Latin America. ED 075 278
- Educational Diagnosis**
The Atlanta/Urban Institute School Classification Project. ED 075 545
- Educational Disadvantage**
Migrant Education. A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 3. ED 075 162
- Migrants, Sharecroppers, Mountaineers. Volume II of Children of Crisis. ED 075 110//
- Educational Economics**
Cost Finding Principles and Procedures. Preliminary Field Review Edition. Technical Report 26. ED 074 883
- Financial Statistics of Institutions of Higher Education. Commentary on Endowment, 1965-66 and 1966-67. ED 074 989
- Fiscal Support and Resource Allocation. A Discussion Paper for the Master Plan for Higher Education in Connecticut. ED 074 902
- The Higher Education Act of 1965 (P.L. 89-329) as Amended Title VI, Part-A, Improvement of Undergraduate Instruction. ED 074 936
- Instructional Program Budgeting in Higher Education. ED 074 981
- Managing Educational Costs. ED 074 585//
- Resource Requirements Prediction Model 1.6. ED 075 000
- Structuring Education for Business Management. ED 074 577//
- A Study of Income and Expenditures in Sixty Colleges -- Year 1953-1954. ED 074 956
- Educational Environment**
Adolescent Competence and Educational Ambition (plus Supplement). ED 074 420
- Assessing Teacher Behaviors with Infants in Day Care. ED 075 505
- A Description of Charles Dickens Annex, 1971-72. ED 074 610
- Educational Expenditures**
Population Growth and Resource Requirements for U.S. Education. ED 074 583
- Educational Experiments**
A Project to Develop Pre-Vocational Literacy Materials for Spanish-Speaking Students. Final Report. ED 074 824
- Research Report on Some Effects of an Experimental Language Development Program on the Performance of Aboriginal Children in Their First Year at School. ED 074 857
- Educational Facilities**
Clackamas Community College Master Planning Program. Final Report. ED 075 008
- Course Scheduling to Find the Minimum Cost Set of Facilities Required. ED 074 371//
- Distribution of Physical Facilities Among Institutions of Higher Education Grouped by Level, Control, and Enrollment Size Fall 1968. ED 074 990
- Inventory of Physical Facilities in Institutions of Higher Education Fall 1969. ED 075 001
- Educational Finance**
Annual Report of the Coordinating Board, Texas College and University System, 1972. ED 074 934
- Basic Student Charges 1968-69. ED 074 988
- Bond Management - Higher Education. ED 074 954
- Content Analysis Schedule for Bilingual Education Programs: Albuquerque Public School Bicultural-Bilingual Program. ED 074 863
- Expenditures and Revenues for Public Elementary and Secondary Education, 1970-71. ED 074 614
- A Few Issues and Ideas in Replanning Education. ED 074 598
- Financial Statistics of Institutions of Higher Education. Commentary on Endowment, 1965-66 and 1966-67. ED 074 989
- Financial Statistics of Institutions of Higher Education: Student Financial Aid, 1966-67. ED 074 991
- Financing Current Operations of American Higher Education. ED 074 917
- Financing Students in Higher Education: Educational, Social and Economic Implications of Alternative Methods of Finance. ED 074 884
- Fiscal Support and Resource Allocation. A Discussion Paper for the Master Plan for Higher Education in Connecticut. ED 074 902
- The Higher Education Act of 1965 (P.L. 89-329) as Amended Title VI, Part-A, Improvement of Undergraduate Instruction. ED 074 936
- The Impact of a Short Term Training Program for Financial Aid Administrators and Other Student Assistance Personnel. ED 075 370
- Informing the Public About Alternative Options for Financing the Public Schools. Final Progress Report. ED 074 638
- Instructional Costs of University Outputs. ED 074 968//
- Instructional Program Budgeting in Higher Education. ED 074 981
- Introduction to the Resource Requirements Prediction Model 1.6. ED 074 999
- Managing Educational Costs. ED 074 585//
- Migrant Education Administrative Handbook. Revised April 1973. ED 075 151
- Nothing But Praise: Thoughts on the Ties Between Higher Education and the Federal Government. ED 074 963
- Paying for Our Schools: Is There a Better Way? Basic Document. ED 074 639
- Paying for Our Schools: Is There a Better Way? Group I. ED 074 640
- Paying for Our Schools: Is There a Better Way? Group II. ED 074 641
- Paying for Our Schools: Is There a Better Way? Group III. ED 074 642
- Paying for Our Schools: Is There a Better Way? Group IV. ED 074 643
- Paying for Public Schools. Issues of School Finance in California. ED 074 597//
- Population Growth and Resource Requirements for U.S. Education. ED 074 583
- Preliminary Statistics of State School Systems 1969-70. ED 074 628
- Reinforcement Trends for State Planning and Systems. ED 074 933
- Resource Requirements Prediction Model 1.6 Reports. ED 075 000
- Restructuring School Finance. Legal and Financial Implications of the Serrano Case for the State of Oregon. ED 074 606
- Results of Tax, Bond and Loan Elections in California School Districts, 1971-1972. ED 074 589
- Selected Bibliography of Educational Materials in Pakistan, Vol. 5 No. 1, 1971: Period Covered, January-March 1971. ED 074 845
- Selected Bibliography of Educational Materials in Pakistan, Vol. 5 No. 2, 1971: Period Covered, April-June 1971. ED 074 846
- Selected Bibliography of Educational Materials in Pakistan, Vol. 5 No. 3, 1971: Period Covered, July-September 1971. ED 074 847
- Small College Management: Key to Survival. Research Currents. ED 074 980
- Some Adverse Effects of Increased Federal Funding on Certain Basic Conditions in Academic Scientific Research: An Exploratory Study, 1950-1970. ED 075 179//
- Student Financing of Higher Education in Washington: An Analysis of the Resources Used by Students in Paying for Their College Educations. ED 074 887
- A Study of Income and Expenditures in Sixty Colleges -- Year 1953-1954. ED 074 956
- Theoretical Models of School District Expenditure Determination and the Impact of Grants-in-Aid.

- ED 074 596
- Educational Games**
- Methodological Advances in Political Gaming: The One-Person Computer Interactive, Quasi-Rigid Rule Game. ED 074 693//
- Simulation in the Classroom. ED 074 725//
- Educational Improvement**
- Development and Experiment in College Teaching. ED 074 922
- Directions to Better Education. ED 075 290
- Hacia la Nueva Reforma (Toward the New Reform). ED 074 792
- Responding to Change: Recommended State Policy for Meeting Minnesota's Present and Future Needs for Post-Secondary Education. ED 074 945
- Using Satellites to Improve Efficiency in Delivery of Educational Services. ED 074 789
- Educational Innovation**
- Alternatives in Education: A Regional Practicum. ED 074 590
- A Description of a Changing High School English Department. ED 074 507//
- The Evergreen State College Bulletin 1973-74. ED 074 949
- A Formative-Summative Evaluation Design for a State-Sponsored Program of Educational Experimentation. ED 075 507
- Forum 23: Three Case Studies of Instructional Change. ED 075 026
- Information Memorandum on the Organisation's Activities in Education, 1971-1972. ED 074 760
- Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume I: Introduction and Methodology. ED 074 591
- Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume IIA: Case Studies. ED 074 592
- Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume III: Results and Policy Recommendations. ED 074 593
- New Dimensions in Teacher Education. The Role of Differentiated Staffing in Teacher Education. ED 075 385
- Roger Williams College University Without Walls Urban Studies Center. ED 074 899
- Rural Improvement Project (RIP). [Summary and Final Evaluation Report.] ED 075 159
- In Search of Life-Long Education. ED 074 335
- Selected Comparisons of Teacher and Curriculum Characteristics Related to Educational Innovation for the Great Plains. ED 074 571//
- Toward a Reconceptualization of Knowledge Utilization in Education. Volume 7. Research Memoranda. Final Report. ED 075 336
- Educational Legislation**
- Hearings Before the Committee on Education and Labor, House of Representatives, Ninety-Second Congress, Second Session on H. R. 44, H. R. 981, H. R. 1491, H. R. 6179, H. R. 7796, H. R. 12695 and Related Proposals...Oversight Hearings on Elementary and Secondary Education. Hearings Held Washington, D. C., September 26-28, and October 4 and 11, 1972. ED 075 530
- Higher Education in the States. Vol. 3, No. 3. ED 074 961
- National Advisory Council on Adult Education: Annual Report. ED 074 341
- Paying for Public Schools. Issues of School Finance in California. ED 074 597//
- School Accountability Laws. ED 075 488
- Educationally Disadvantaged**
- Reforming the Title I Distribution Formula. ED 074 603
- Educational Needs**
- An Assessment of Educational Needs for Learners in Florida, 1970. ED 074 631
- Community Schools in Developing Countries. International Studies in Education 23. ED 074 381//
- Content Through Methodology. ED 075 283
- Directions to Better Education. ED 075 290
- Discrimination and Integration in the Foundations of Education. ED 075 343
- Educational Needs -- Some Changing Realities. ED 074 567//
- The Education Professions 1971-72. Part I - The Need for Teachers in Our Schools and Colleges. ED 075 388
- Four-H Leadership Training Needs of Tennessee Agents, 1970. ED 074 316
- A Guide to the Coordination of Supportive Services for Vocational Education Students. ED 075 575
- Individualization of Instruction: The American Indian Student. Education Monograph No. 7. ED 075 116
- Occupational Needs Survey for the Okaloosa-Walton Junior College District Conducted During July and August, 1971. ED 075 500
- Perceived Training Needs of Urban 4-H Agents Working with Disadvantaged Audiences. ED 074 385
- The Professional Training of Community College Teachers. ED 075 347
- San Francisco Bay Area Environmental Education Needs Study. ED 075 620
- Secondary Education, Social Structure and Development in Latin America. ED 075 278
- Educational Objectives**
- Accountability in Education! Why? ED 075 481//
- Career Education: The Student in Focus. ED 075 625
- Die Gesamtschule als Erziehungsprinzip der Kibbuzgemeinschaft (The Comprehensive School as the Educational Principle of the Kibbutz). ED 074 798
- Discrimination and Integration in the Foundations of Education. ED 075 343
- Driver Education in the Schools. Automotive Safety Foundation's Monitor. ED 075 660
- An Evaluation of School Personnel Utilization Projects. Volume I, An Overview of Objectives and Outcomes of the Evaluation of School Personnel Utilization Projects. ED 075 382
- An Evaluation of School Personnel Utilization Projects. Volume II, An Analysis of the School Personnel Utilization Programs Goals and Objectives with Suggested Revisions. ED 075 383
- Focus on the Future of Georgia 1970-1985. ED 075 482
- Goals for the System of Higher Education; Role and Scope of Constituent Units; Number and Location of Institutional Units. ED 074 915
- Hacia la Nueva Reforma (Toward the New Reform). ED 074 792
- Humanism and Accountability: Let No Man Draw Asunder. ED 075 483
- Improving and Expanding Existing Computer Based Resource Units. Final Report. ED 074 713
- Interpersonal Competence: A Paradigm for Planned Change in Undergraduate Communication Instruction. ED 074 540
- A Plan for Action or How To Change Old Schools into Open Space Schools Without Any Money! A Workshop. ED 074 632
- The Research and Development Center Program of the U. S. Office of Education. ED 075 409
- Selected Bibliography of Educational Materials in Pakistan, Vol. 5 No. 1, 1971: Period Covered, January-March 1971. ED 074 845
- Selected Bibliography of Educational Materials in Pakistan, Vol. 5 No. 2, 1971: Period Covered, April-June 1971. ED 074 846
- Selected Bibliography of Educational Materials in Pakistan, Vol. 5 No. 3, 1971: Period Covered, July-September 1971. ED 074 847
- Self-Paced Physics, Documentation Report, Course Description 5.1; Course Objectives 5.2.1; Course Structure and Sequence 5.2.2. ED 075 256
- Size and District Organization. ED 074 575//
- Some Implications of the National Assessment Model and Data for State and Local Education. ED 074 620
- A Strategy for Curriculum Development in Teacher Education. ED 075 397
- The Synergistic Evaluation Model. ED 075 503
- Educational Opportunities**
- Annual Report of the South Carolina Commission on Higher Education. ED 074 947
- Distribution of Enrollment Among Constituent Units. A Discussion Paper for the Master Plan for Higher Education in Connecticut. ED 074 941
- The Effect of College Proximity on Rates of College Attendance. ED 074 888
- Improvement of Opportunity: Alternative Approaches for the Delivery of Higher Education Services. ED 074 940
- "Inequality" by Christopher Jencks: Four Critical Reactions. IRCD Bulletin, Volume 9, Number 1, January 1973. ED 075 563
- National Education Task Force De La Raza. Annual Report, 1971. ED 075 145
- The Testing of Native Americans. ED 075 458//
- Educational Philosophy**
- Basic Commitments and Responsibilities to Exceptional Children and Policy Statement on Governmental Affairs. ED 074 654
- Discrimination and Integration in the Foundations of Education. ED 075 343
- Israel Education Abstracts. A Selected Bibliography of Current and Past Literature on Materials on the Philosophy, Policy, and Practice of Education in Israel. Volume 7, 1972 (Special Enlarged Edition) on Advantaging the Disadvantaged in Israeli Education. ED 075 521
- Life-Long Education: Problems, Tasks, Conditions. ED 074 327
- A Parents Guide to Outdoor Education (A Project Study-School Day Camping Program for Sixth Grade Boys and Girls). ED 075 140
- The School and Continuing Education: Four Studies. ED 074 365//
- Educational Planning**
- Alternatives in Education: A Regional Practicum. ED 074 590
- Annual Report of the South Carolina Commission on Higher Education.

- ED 074 947
Anticipating Educational Issues Over the Next Two Decades: An Overview Report of Trends Analysis. Research Memorandum No. 18.
- ED 074 627
Coming of Middle Age in Higher Education.
- ED 074 914
Educational Media and Copyright; A Position Paper for Educational Media Association of Canada.
- ED 074 756
Excerpts from the Findings and Recommendations of Eight Resource Groups. A Report to the Management/Policy Group of the Commission for Higher Education.
- ED 074 905
A Few Issues and Ideas in Replanning Education.
- ED 074 598
Financing Students in Higher Education: Educational, Social and Economic Implications of Alternative Methods of Finance.
- ED 074 884
Forces Affecting Educational Decisions.
- ED 074 636
Hacia la Nueva Reforma (Toward the New Reform).
- ED 074 792
Managing Educational Costs.
- ED 074 585//
New Concepts on the Educational Horizon.
- ED 074 580//
Nothing But Praise: Thoughts on the Ties Between Higher Education and the Federal Government.
- ED 074 963
Planning for School District Organization -- Selected Position Papers.
- ED 074 566
Population Growth and Resource Requirements for U.S. Education.
- ED 074 583
Reinforcement Trends for State Planning and Systems.
- ED 074 933
Report of the Task Force to Explore Feasibility of a Three-Year Baccalaureate Program. Established March 1, 1972.
- ED 074 944
Responding to Change: Recommended State Policy for Meeting Minnesota's Present and Future Needs for Post-Secondary Education.
- ED 074 945
State Education Agency Planning: Impact of Federally Funded Programs.
- ED 074 605
Technological Education.
- ED 074 911
A Ten-Year Plan for Indian Education: With Particular Reference to Navajo Community Schools.
- ED 075 137
- Educational Policy**
Allied Health Manpower in Ohio: Employment Trends and Prospects. ED 075 644
Anticipating Educational Issues Over the Next Two Decades: An Overview Report of Trends Analysis. Research Memorandum No. 18. ED 074 627
Country Education Profiles: Afghanistan ED 075 318
Country Education Profiles: Albania. ED 075 319
Country Education Profiles: Algeria. ED 075 320
Country Education Profiles: Australia, and Australia-Territories (Papua, New Guinea and Norfolk Island). ED 075 321
Country Education Profiles: Austria. ED 075 322
Country Education Profiles: Bahrain. ED 075 323
Country Education Profiles: Belgium. ED 075 324
Country Education Profiles: Botswana. ED 075 325
Country Education Profiles: Bulgaria. ED 075 326
Country Education Profiles: Burundi. ED 075 327
The Education of Adults in the Spectrum of Public Educational Policy: Principles and Practice of the Department of Adult Education in the University of Manchester, United Kingdom. ED 074 338
- Israel Education Abstracts. A Selected Bibliography of Current and Past Literature on Materials on the Philosophy, Policy, and Practice of Education in Israel. Volume 7, 1972 (Special Enlarged Edition) on Advantaging the Disadvantaged in Israeli Education. ED 075 521
Measurement and Testing Considerations for Native American Education. ED 075 457//
Perspectives of School Desegregation in the Southeast. ED 075 460//
The Testing of Native Americans. ED 075 458//
- Educational Practice**
An Assessment of Educational Needs for Learners in Florida, 1970. ED 074 631
Israel Education Abstracts. A Selected Bibliography of Current and Past Literature on Materials on the Philosophy, Policy, and Practice of Education in Israel. Volume 7, 1972 (Special Enlarged Edition) on Advantaging the Disadvantaged in Israeli Education. ED 075 521
- Educational Principles**
Die Gesamtschule als Erziehungsprinzip der Kibbuzgemeinschaft (The Comprehensive School as the Educational Principle of the Kibbutz). ED 074 798
- Educational Problems**
Co-lingualism, Anthropological Linguistics and Compensatory Education. ED 074 832
Coming of Middle Age in Higher Education. ED 074 914
- Educational Programs**
American Teacher Training: A Past and Present Perspective. ED 075 352
Career Education (Alabama). ED 075 662
Country Education Profiles: Afghanistan ED 075 318
Country Education Profiles: Albania. ED 075 319
Country Education Profiles: Algeria. ED 075 320
Country Education Profiles: Australia, and Australia-Territories (Papua, New Guinea and Norfolk Island). ED 075 321
Country Education Profiles: Austria. ED 075 322
Country Education Profiles: Bahrain. ED 075 323
Country Education Profiles: Belgium. ED 075 324
Country Education Profiles: Botswana. ED 075 325
Country Education Profiles: Bulgaria. ED 075 326
Country Education Profiles: Burundi. ED 075 327
Cultural Identity: An Approach to Preventing Delinquency Among Chicanos. ED 075 136
The Development of Three Applied Research Training Programs. ED 074 984
Education for the Rural Disadvantaged: Summary of Findings and Conclusions of an Experimental Study. Research Report. ED 075 119
The Impact of a Short Term Training Program for Financial Aid Administrators and Other Student Assistance Personnel. ED 075 370
Implications of National Institute of Education Policies and Programs for Educational Technology. ED 074 761
Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume I: Introduction and Methodology. ED 074 591
Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume IIA: Case Studies. ED 074 592
- Institute for Training Minority Group Research and Evaluation Specialists II. ED 074 983
Library Technical Assistant -- A Paraprofessional Training Institute, Interim Report. ED 075 033
Mental Retardation in Rural Texas; An Examination of Selected Counties. ED 075 157
The Role of Postsecondary Occupational Education. ED 075 651
Teacher Education Programs and Certification Policies. 1972 Edition. ED 075 365
Tune In, Drug Abuse News for Broadcasters About Broadcasting. ED 075 188
- Educational Psychology**
Regional Approaches to Continuing Education for Psychologists. ED 074 404
- Educational Quality**
Rural Improvement Project (RIP). [Summary and Final Evaluation Report.] ED 075 159
A Search for Quality in Education. ED 074 569//
- Educational Radio**
Educational Radio: The Fifty-Year-Old Adolescent. ERIC/EBR Annual Review Paper. ED 074 728
- Educational Research**
Abstracts of Research Materials in Vocational and Technical Education (ARM), Volume 6, Number 1. ED 075 569
Abstracts of Research Papers 1970. ED 075 405
Abstracts of Research Papers 1971. ED 075 404
Aligning Components of Intelligence and Learning Performance: A Proposed Rationale for Educational Intervention. ED 074 403
An Assessment of a Survey Feedback-Problem Solving-Collective Decision Intervention in Schools. Final Report. ED 074 602
Bilingual Education and Accountability: A Perceptual View. ED 074 817
Collaboration Between Educational Researchers and School Personnel: Some Reflections and Proposals for Reducing the Research-to-Practice Gap. ED 075 410
Completed Research in Health, Physical Education, and Recreation Including International Sources, Vol. 14, 1972 Edition. ED 075 402
Completed Research in Health, Physical Education, and Recreation Including International Sources, Vol. 13, 1971 Edition. ED 075 403
Conducting Educational Research. ED 074 720//
Cooperative Accountability Project. An Overview of the Cooperative Accountability Project. ED 074 625
CURMIS. Curriculum Management Information System (and) Prospectus of a Design to Assist a High School Staff in the Evaluation of Its Program. ED 075 281
Decision Making at the Institutional Level. ED 074 619
The Effects of Empirical Program Revision and the Presentation of Objectives on Student Performance. ED 074 712
Federal Funds for Research Development and Other Scientific Activities. Fiscal Years 1971, 1972, and 1973. Vol. 21. ED 074 962
Implications of National Institute of Education Policies and Programs for Educational Technology. ED 074 761
Invitational Conference on Measurement in Education; Proceedings (of the) Eleventh Southeastern Conference (December 8-9, 1972). Pre-Session. ED 075 445

214 Subject Index

- Invitational Conference on Measurement in Education; Proceedings (of the) Eleventh Southeastern Conference (December 8-9, 1972). Session I. ED 075 449
- Mathematical Models of Elementary Mathematics Learning and Performance. Final Report. ED 075 264
- Planning for Educational Decision-Making in the 70's. University of New Hampshire Summer Research Training Institute. Final Report and Supplementary Appendix D. ED 075 002
- A Recognition Test of Vocabulary Using Signal-Detection Measures and Some Correlates of Word and Nonword Recognition. ED 074 520
- The Relationship Between Measured Self-Actualization and Student Teacher Effectiveness. ED 075 395
- The Relationship of Secondary School Teachers' Subject Specialization, Teaching Level, and Reaction to Selected Teaching Situations. ED 075 170//
- Teacher and Administrator Attitudes Toward Collective Negotiation Issues. ED 074 624
- Teacher Characteristics and Collective Bargaining Militancy. ED 074 604
- University of South Florida Field Test of the Michigan State University Protocol Materials on Learning. Final Report. ED 075 379
- Using Non-Participant Observation in Curriculum Assessment: A Case Example. ED 075 295
- Educational Researchers**
- Collaboration Between Educational Researchers and School Personnel: Some Reflections and Proposals for Reducing the Research-to-Practice Gap. ED 075 410
- The Development of Three Applied Research Training Programs. ED 074 984
- Institute for Training Minority Group Research and Evaluation Specialists II. ED 074 983
- Educational Resources**
- American Indian Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 3. ED 075 121
- A Collection of Resources for the Environmentally Concerned Educator. ED 075 190
- Questions for Resolution in Career Education. ED 075 627
- Resources for Career Development. ED 075 637
- Educational Resources Information Center**
- 'PROBE' Computer Search of the ERICtapes. ED 075 050
- QUEST: A Conversational Access to Computerized Searches of the ERIC System. ED 074 758
- Educational Responsibility**
- Directions to Better Education. ED 075 290
- Man to Mankind: The International Dimension of Teacher Education. ED 075 447//
- Educational Specifications**
- Development Project Low-Cost Comprehensive School in Lelystad, the Netherlands. ED 074 635
- Educational Status Comparison**
- A Survey of the Teaching of History and Social Studies in Secondary Schools. ED 075 277
- Educational Strategies**
- Alternatives in Education: A Regional Practicum. ED 074 590
- A Comparison of the Effects of Textual and Televised Modes of Instruction in Teacher Education. ED 074 773
- Computer Managed Instruction: Toward Individualized Learning. ED 074 537
- Educational Projects for a Digital Logic Laboratory. ED 074 696//
- Teacher Education through Minicourse 18: Teaching Reading as Decoding. ED 074 719
- Educational Supply**
- Analysis of a Cohort Prediction Model with Applications to Student Enrollment Forecasting. ED 074 966//
- Educational Technology**
- Implications of National Institute of Education Policies and Programs for Educational Technology. ED 074 761
- Educational Television**
- The 1972 Campaign for the United States Senate in North Carolina: Debate or Educational Television. ED 074 548
- Americas Unidas; Pilot Broadcasting Program Los Angeles, California. ED 074 722
- Survey of Public Television Station Managers 1973. ED 074 762
- Who Watched "The Electric Company"; "The Electric Company" In-School Utilization Study: The 1971-72 School and Teacher Surveys. ED 074 438//
- Educational Theories**
- Teacher Sensitivity to Curricular Forces. ED 075 394
- Educational Trends**
- Conference on Post 'A'-Level German Language Teaching: Report of Proceedings (Hull, England, September 13-15, 1971). ED 074 805
- Instructional Alternatives for Exceptional Children. ED 074 678
- Reenforcement Trends for State Planning and Systems. ED 074 933
- Some Trends and Reforms in the Educational Policy of Norway in the Light of the Concept of Life-Long Education. ED 074 368
- Education Courses**
- Hunter College TTT Program: Training the Teachers of Teachers Elementary Education. ED 075 433
- [Teacher Preparation Programs.] ED 075 430
- Effective Teaching**
- A Brief Overview of Research on Teacher Effectiveness and the Relevancy of Educational Psychology. ED 075 478//
- How Teachers View the Effective Teacher. ED 075 364
- The Relationship Between Measured Self-Actualization and Student Teacher Effectiveness. ED 075 395
- Relationships Between Concerns and Verbal Behavior in Elementary School Teachers. ED 075 366
- Teacher Education Grads Speak Out: Assessment and Implications. ED 075 380
- Training Teachers for Correctional Institutions. ED 075 392
- Elective Subjects**
- English Department Midi Course Curriculum for Juniors and Seniors at Norton High School. ED 074 490
- A Nongraded Phase Elective Senior High English Curriculum. ED 074 512
- Electric Company**
- Who Watched "The Electric Company"; "The Electric Company" In-School Utilization Study: The 1971-72 School and Teacher Surveys. ED 074 438//
- Electricity**
- The Economy, Energy, and the Environment. A Background Study. ED 075 163
- Illustrated Texts (Master Set). ED 075 251
- Remedial Sheets for Progress Checks, Segments 19-40. ED 075 250
- Self-Paced Physics [Talking Book Cassette Tapes]. ED 075 253//
- Talking Books (Master Set). ED 075 252
- Electromechanical Aids**
- Development and Demonstration of Communication Systems for the Blind and Deaf/Blind. Braille Communication Terminals and Tactile Paging Systems. Final Report. ED 074 663
- Electronic Data Processing**
- CEIS Overview. ED 075 048
- Enrollment Projections. ENROLV2. ED 074 715
- Machine-Aided Indexing. ED 075 038//
- Standards for Teleprocessing; New Approaches for New Needs. ED 074 721
- Electronic Equipment**
- Suggestions Toward a Small Video Facility. ED 074 723
- Electronics**
- The Effect of Grouping in the Electronics Laboratory on Cognitive and Psychomotor Achievement. ED 075 678//
- Electronic Technicians**
- A Comparison of Selected Personal and Educational Characteristics of Electronics Technicians and of Students in Electronics Technology Programs in Wisconsin. ED 075 679//
- Elementary Economics Project**
- Teaching Economics in Elementary Schools: Comparing Program vs. Non-Program Students and the Effect of Teacher Acquaintance with Instructional Materials. ED 075 293
- Elementary Education**
- Children's Reading Interests: A Wellington Survey. ED 074 452//
- A Cooperative Program in Teacher Education. ED 075 361
- Discourse: The Primary Language. ED 074 475
- Elementary Teacher Training Specialization. ED 075 417
- English Language Arts: Language Section K-12, Experimental Edition. ED 074 515
- The Influence of Interpersonal Skill Training on the Social Climate of Elementary School Classrooms. ED 075 386
- Language Arts; A Curriculum Guide, Levels: Kindergarten through Twelve. ED 074 509
- Pass the Poetry, Please! Using Poetry in Pre-Kindergarten-Six Classrooms. ED 074 495//
- Project Media Now--A Bold Look at New Curricula. ED 074 500
- [Pupil Performance in the Atlanta, Georgia, Elementary Schools.] Research and Development Report, Volume 6, Numbers 11-14, December 1972. ED 075 561
- Reading: Today and Tomorrow. ED 074 436//
- Resources For Learning: A Core Media Collection for Elementary Schools. ED 074 727//
- Who Watched "The Electric Company"; "The Electric Company" In-School Utilization Study: The 1971-72 School and Teacher Surveys. ED 074 438//
- Elementary Grades**
- Activities for Map and Compass Study, Grade Level 4-6. Environmental Education Series, Bulletin No. 247-I. ED 075 224

- Activities for Studying Megalopolis, Grade Level 4-8. Environmental Education Series, Bulletin No. 247-H. ED 075 223
- Activities for Studying Ponds, (Limnology), Grade Level 5-6. Environmental Education Series, Bulletin No. 247-D. ED 075 220
- Activities for Studying Rocks and Soil, Grade Level 4-6. Environmental Education Series, Bulletin No. 247-E. ED 075 221
- Activities for Studying Streams, Grade Level 5-6. Environmental Education Series, Bulletin No. 247-A. ED 075 217
- Activities for Studying Weather, Grade Level 4-6. Environmental Education Series, Bulletin No. 247-C. ED 075 219
- Activities for Studying Wildlife, Grade Level 4-6. Environmental Education Series, Bulletin No. 247-B. ED 075 218
- The Art of Teaching Reading: A Language and Self-Concept Approach. ED 074 450//
- Career Motivation: Curriculum Guide for Grades K-6. Ohio's Career Continuum. ED 075 641
- Changes in Self-Esteem as a Result of an Individualized Curriculum. Preliminary Report. ED 074 711
- An Evaluation of an Interdisciplinary Program in an Elementary Teacher-Education Curriculum. ED 075 115
- Item Study Summary Report Sequential Tests of Educational Progress (STEP); Reading, Mathematics and Writing for Grades 4, 6, 8, 10 and 12 by State and District School Year 1970-1971. Research Report No. 77. ED 074 441
- Readings on Reading Instruction. Second Edition. ED 074 439//
- Variations in the Structure and Use of Standard English. Final Report. ED 074 526
- Elementary School Curriculum**
- The English Language Arts and Basic Skills Program of the Bellevue Public Schools. Elementary Level. ED 074 487
- Elementary School Mathematics**
- Elementary Mathematics: A Handbook for Teachers. ED 075 234
- Inducing Stage III Seriation Capabilities in Kindergarten Children Through Cue Fading and Reinforcement. ED 075 180//
- An Investigation of Portions of a Model for Acquisition of Conservation and Measurement of Length Based on Performance of Selected Second Grade Children on Six Piaget-Type Tasks. ED 075 184//
- An Investigation of the Development of Selected Topological Properties in the Representational Space of Young Children. ED 075 198
- Mathematical Models of Elementary Mathematics Learning and Performance. Final Report. ED 075 264
- Math Matters. ED 075 233//
- New Educational Technology. ED 074 740//
- A Quasi-Experimental Study Designed to Evaluate the Effectiveness of a Student-Goal-Determined Course in Mathematics Education. ED 075 369
- Relationships Between Cognitive Style and Instructional Treatment Among Prospective Elementary School Teachers. ED 075 196
- The Relative Effectiveness of Two Different Mathematics and Science Programs Used With Disadvantaged and Non-Disadvantaged First Grade Children. ED 075 175//
- Some Factors Associated with Pupils' Performance on Examples Involving Selected Variations of the Distributive Idea. ED 075 199
- A Study of the Relationship of Teacher Sex to Fifth Grade Boys' Sex Role Preference, General Self Concept, and Scholastic Achievement in Science and Mathematics. ED 075 185//
- Elementary Schools**
- Fred A. Toomer Elementary School. Research and Development Report, Volume 6, Number 6. ED 075 519
- The Gresham Grade School District #4 Year-Round Plan. Community-School Planning and Implementation. ED 074 582
- Elementary School Science**
- A Comparative Study of Three Fifth Grade Classrooms on Five Selected Piaget Type Tasks Dealing with Science Related Concepts. ED 075 186//
- The Effects of an Inquiry-Oriented Curriculum in Science on a Child's Achievement in Selected Academic Areas. ED 075 171//
- The Effects on the Intelligence, Reading, Mathematics, and Interest in Science Levels of Third Grade Students Who Have Participated in Science - A Process Approach Since First Entering School. ED 075 174//
- Outdoor Versus Indoor Learning in Elementary School Science. ED 075 167//
- A Study of Concept Development and Communication Abilities in Children Aged Five Through Eight Using Leaf Morphology as the Vehicle. ED 075 182//
- Elementary School Students**
- Attention & Cognitive Style, FY 1972. ED 075 087
- Cognitive and Affective Orientations of Elementary School Children Toward Air, Water, and Soil Pollution. ED 075 178//
- Content Analysis Schedule for Bilingual Education Programs: The Bilingual School, P.S. 25. ED 074 862
- Content Analysis Schedule for Bilingual Education Programs: Building Bilingual Bridges. ED 074 864
- Content Analysis Schedule for Bilingual Education Programs: Region XIII Bilingual Education. ED 074 870
- Content Analysis Schedule for Bilingual Education Programs: Bilingual Education Project for Navajo. ED 074 871
- Content Analysis Schedule for Bilingual Education Programs: Bilingual Elementary Education Program. ED 074 872
- Content Analysis Schedule for Bilingual Education Programs: Bilingualism in an Open School Education Program. ED 074 873
- Content Analysis Schedule for Bilingual Education Programs: Compton Elementary Bilingual Education Plan. ED 074 874
- Content Analysis Schedule for Bilingual Education Programs: Las Cruces Elementary School Bilingual Project. ED 074 875
- Content Analysis Schedule for Bilingual Education Programs: Colorado City Center to Aid Bilingual Education. ED 074 879
- Content Analysis Schedule for Bilingual Education Programs: Del Valle Bilingual Education Program. ED 074 880
- Content Analysis Schedule for Bilingual Education Programs: Bilingual Education in a Consortium. ED 074 881
- Cultural Identity: An Approach to Preventing Delinquency Among Chicanos. ED 075 136
- The Effect of Teaching Styles on Student Behaviors as Related to Social-Emotional Development. ED 075 376
- The Effects of School Achievement on the Affective Traits of the Learner. ED 074 401
- Perceptions of Success and Failure by Disadvantaged Elementary School Children. Final Report. ED 075 554
- Piaget's Theory as the Basis for the Assessment of Reading Disability and Suggested Remediation Through an Adapted Science Curriculum. ED 075 172//
- A Program for Early Detention and Attitudinal Reorientation of Potential School Dropouts. ED 074 407
- A Report on State Programs for Young Children in Colorado. ED 075 088
- Students Helping Students Program, 1971-72. Final Report. ED 074 473
- A Teachers' Guide for the Outdoor School Program. ED 075 120
- Elementary School Teachers**
- A Comparison of the Verbal Behaviors of Teachers in Interaction with Migrant and Non-Migrant Students. ED 075 160
- Evaluation of the Effects of the Eager to Learn Teacher Inservice Television Series. ED 074 757
- A Mathematics Self-Concept Test. ED 075 512
- Partners in the Education of Teachers: A Cooperative Program Between a College, a Small Rural School, and a Rural Community. ED 075 424
- A Quasi-Experimental Study Designed to Evaluate the Effectiveness of a Student-Goal-Determined Course in Mathematics Education. ED 075 369
- Relationships Between Concerns and Verbal Behavior in Elementary School Teachers. ED 075 366
- Ritalin for School Children: The Teachers' Perspective. ED 075 426
- Elementary Secondary Education Act Title I**
- Hearings Before the Committee on Education and Labor, House of Representatives, Ninety-Second Congress, Second Session on H. R. 44, H. R. 981, H. R. 1491, H. R. 6179, H. R. 7796, H. R. 12695 and Related Proposals...Oversight Hearings on Elementary and Secondary Education. Hearings Held Washington, D. C., September 26-28, and October 4 and 11, 1972. ED 075 530
- Elementary Secondary Education Act Title I**
- Fred A. Toomer Elementary School. Research and Development Report, Volume 6, Number 6. ED 075 519
- A Manual for Enforcing Title I Comparability. ED 075 539
- Students Helping Students Program, 1971-72. Final Report. ED 074 473
- Elementary Secondary Education Act Title II**
- Give-Away Book Programs Combined with Title II Reading Projects. ESEA Title II and The Right to Read, Notable Reading Projects No. 9. ED 074 437
- El Paso**
- Educational and Occupational Aspirations and Expectations of El Paso High School Students. ED 075 156
- El Salvador**
- Educational Reform and Instructional Television in El Salvador: Costs, Benefits, and Payoffs. ED 074 714
- Instructional Television in the Educational Reform of El Salvador. Information Bulletin Number Three. ED 074 763
- Emergency Programs**
- Civil Defense, U. S. A.: A Programmed Orientation to Civil Defense. Unit I. Civil Defense - Protection Against What? ED 074 311

- Civil Defense, U. S. A.: A Programmed Orientation to Civil Defense. Unit 2. Nuclear Weapons Effects and Shelter. ED 074 312
- Civil Defense, U. S. A.: A Programmed Orientation to Civil Defense. Unit 3. Natural Disasters. ED 074 313
- Civil Defense, U. S. A.: A Programmed Orientation to Civil Defense. Unit 4. Warning, Emergency Operations, and Support Programs. ED 074 314
- Roles and Resources of Federal Agencies in Support of Comprehensive Emergency Medical Services. ED 075 640
- Emergency Squad Personnel**
Roles and Resources of Federal Agencies in Support of Comprehensive Emergency Medical Services. ED 075 640
- Emotional Development**
The Effect of Teaching Styles on Student Behaviors as Related to Social-Emotional Development. ED 075 376
- Emotionally Disturbed**
The Bender Gestalt Test with the Human Figure Drawing Test for Young School Children. A Manual for Use with the Koppitz Scoring System. ED 074 645
- Emotional Response**
Social and Personality Factors Influencing Learning from Film and Television. ED 074 709
- Employee Attitudes**
The Effects of a Learning Program on Work Habit Skills and Attitudes Toward Work. ED 075 682//
Reported Job Interest and Perceived Utilization of Talents and Training by Airmen in 97 Career Ladders. ED 075 634
- Employer Employee Relationship**
Work Activities and Attitudes of Scientists and Research Managers: Data from a National Survey. R and D Studies Series. ED 075 583//
- Employment**
Directory of Organizations Interested in the Handicapped. ED 074 671
Manpower Report of the President: A Report on Manpower Requirements, Resources, Utilization, and Training. ED 075 581
The Role of Correctional Industries—A Summary Report. ED 075 666
Twenty-fifth Anniversary Annual Meeting, Minutes. May 3, 4, 5, 1972. ED 074 666
- Employment Counselors**
Employability Plan Instructor's Guide to be Used with Employability Plan Reference Manual. Older Worker Specialist Training. ED 074 323
- Employment Opportunities**
Alternate Jobs for Aerospace Workers. Examples of Civil Service Employment Opportunities. ED 075 643
Alternate Jobs for Aerospace Workers. Examples of Employment Opportunities in Private Industry. ED 075 645
Enforcing Equality in Housing and Employment Through State Civil Rights Laws. The Administrative Process Project (1969-1972). ED 075 674//
Impact on Development of Rural Employment and Labour Problems. Seminar Group 5. ED 074 321
Occupational Demand in Minnesota for 1973. ED 075 663
Opening the Skilled Construction Trades to Blacks: A Study of the Washington and Indianapolis Plans for Minority Employment. Final Report. ED 075 590//
- Public Television Station Employment Practices and the Composition of Boards of Directors: The Status of Minorities and Women. ED 074 742
- San Francisco Bay Area Environmental Education Needs Study. ED 075 620
- Twenty-fifth Anniversary Annual Meeting, Minutes. May 3, 4, 5, 1972. ED 074 666
- Employment Patterns**
Education, Training, and the Urban Ghetto. ED 075 543//
Public Television Station Employment Practices and the Composition of Boards of Directors: The Status of Minorities and Women. ED 074 742
- Employment Potential**
An Experiment in Using Lay-Off Time for Improving Workers' Advancement Potential. Report on Two Years of the Job Advancement Training Program. ED 075 605
- Employment Programs**
Fulfilling the Potential of NYC-2. Linking the Neighborhood Youth Corps and MA-JOBS Program into a Sequential Training-Employment Model. ED 075 659//
- Employment Projections**
Occupational Needs Survey for the Okaloosa-Walton Junior College District Conducted During July and August, 1971. ED 075 500
- Employment Qualifications**
Teaching for Employability. ED 075 621
Workers' Bureaucratic Predispositions and Job Requirements. ED 075 677
- Employment Services**
Employer Services Activities and Manpower Policy. Interim Report. ED 075 589//
Evaluation of the Effectiveness of Pre- and Post-Enrollment Services to Job Corps Enrollees. Final Report. ED 075 593//
- Employment Trends**
Allied Health Manpower in Ohio: Employment Trends and Prospects. ED 075 644
Engineering and Technology Graduates 1972. ED 075 191
- Energy**
Communications and Energy in Changing Urban Environments. Colston Papers Volume 21. ED 074 694//
The Economy, Energy, and the Environment. A Background Study. ED 075 163
Energy and the Environment. ED 075 230
- Engineering**
Manpower Implications of New Legislation and New Federal Programs: Utilizing Persons with Engineering Backgrounds in the Health-Related Industries. ED 075 594//
- Engineering Education**
Engineering and Technology Graduates 1972. ED 075 191
- Engineering Technicians**
The Identification and Comparison of the Tasks for the Occupational Role of Industrial Production Technologist. ED 075 636
- Engineers**
Manpower Policy for Scientists and Engineers. ED 075 680
Professional Income of Engineers 1972. ED 075 192//
- England**
Conference on Post 'A'-Level German Language Teaching: Report of Proceedings (Hull, England, September 13-15, 1971).
- Simulation in the Classroom. ED 074 805
ED 074 725//
- English**
Cognitive Aspects of Learning in Arbitrary and Non-Arbitrary Contexts: Acquisition of Knowledge from Natural-Language Discourse. Final Report. ED 074 527
Content Analysis Schedule for Bilingual Education Programs: The Bilingual School, P.S. 25. ED 074 862
Content Analysis Schedule for Bilingual Education Programs: The Lorain City Bilingual Education Program. ED 074 876
Content Analysis Schedule for Bilingual Education Programs: The North Country Bilingual Project. ED 074 878
Curriculum Guide for Exceptional Learners, English-Reading: 7-8. ED 074 503
Early Australian Pronunciation. ED 074 834
An Examination of the Computer Grading of Essays. ED 074 504//
The Hispanic Experience in New Jersey Schools: An Issue Paper on a Topical Subject in Education. ED 074 831
Large - Small or Mini Group Instruction in English, 8th and 9th Grades. ED 074 518
Negative Transportation and Tag-Questions. ED 074 835
Readings for Teaching English in Secondary Schools. ED 074 494//
A Title I ESEA Case Study: Spanish English Developmental Program, Buffalo, New York. ED 074 869
- English (Second Language)**
Common Errors in Language Learning: Insights from English. ED 074 801//
A Course in Spoken English for Navajos: Second Year Program. Language Laboratory No. II. ED 074 802
A Course in Spoken English for Navajos: First Year Program. Language Laboratory No. I. ED 074 803
English for "Old" Canadians: The Finnish Project in British Columbia. ED 074 383
English Language Proficiency and Academic Achievement among Students of English as a Second Language at the College Level. ED 074 812
Enrichment Material for First and Second Year Language Laboratory Program for "A Course in Spoken English for Navajos." ED 074 804
An Evaluative Study of Instructional Strategies and Pupil Cognitive Learning in an English as a Second Language Program of a Spanish-English Bilingual Education Project. ED 075 504
The "Graduate" Study. ED 074 794
Learning English as a Second Language: A Summary of Research Department Studies. ED 074 793
A Project to Develop Pre-Vocational Literacy Materials for Spanish-Speaking Students. Final Report. ED 074 824
- English Curriculum**
English Department Midi Course Curriculum for Juniors and Seniors at Norton High School. ED 074 490
A Nongraded Phase Elective Senior High English Curriculum. ED 074 512
Readings for Teaching English in Secondary Schools. ED 074 494//
- English Departments**
A Description of a Changing High School English Department. ED 074 507//
Literature and the English Department. ED 074 522

English Education

The Promise of English. NCTE 1970 Distinguished Lectures.

ED 074 523

English Instruction

The Group Experience in Schools. (A Preliminary View for English Teachers).

ED 075 344

High Interest-Easy Reading for Junior and Senior High School Reluctant Readers.

ED 074 524

Humanizing English: Do Not Fold, Spindle or Multilate. Classroom Practices in Teaching English 1970-1971.

ED 074 521

Maximizing Use of Community Resources in the Teaching of English: A Survey of Professional Opinion.

ED 074 506//

A Study of Clinical Supervision as a Resource for College Teachers of English.

ED 074 505//

English Literature

English: An Outline for the Intending Student.

ED 074 496//

Teaching Shakespeare.

ED 074 491//

English Programs

Three Modes of Teaching Remedial English: A Comparative Analysis; A Pilot Study.

ED 074 514

Enlisted Men

CCAF: A Lesson in Space Age Curriculum Development.

ED 075 011

CCAF: Introspect to Innovation.

ED 075 010

Enrichment Programs

Agua Arriba-Up the Stream.

ED 075 114

Enrollment

Analysis of a Cohort Prediction Model with Applications to Student Enrollment Forecasting.

ED 074 966//

Annual Report of the Coordinating Board, Texas College and University System, 1972.

ED 074 934

Distribution of Enrollment Among Constituent Units. A Discussion Paper for the Master Plan for Higher Education in Connecticut.

ED 074 941

An Equilibrium Flow Model of a University Campus.

ED 074 969//

Instructional Costs of University Outputs.

ED 074 968//

Preliminary Statistics of State School Systems 1969-70.

ED 074 628

Enrollment Projections

Analysis of a Cohort Prediction Model with Applications to Student Enrollment Forecasting.

ED 074 966//

Enrollment Projections. ENROLV2.

ED 074 715

Enrollment Trends

Analysis of a Cohort Prediction Model with Applications to Student Enrollment Forecasting.

ED 074 966//

The Language Laboratory: Hardware for Hard Times.

ED 074 816

Reenforcement Trends for State Planning and Systems.

ED 074 933

Entry Workers

New Careers Positions Descriptions: Sourcebook for Trainers, Entry Level.

ED 075 595//

Environment

Air Pollution Technical Publications of the U.S. Environmental Protection Agency.

ED 075 231

Communications and Energy in Changing Urban Environments. Colston Papers Volume 21.

ED 074 694//

The Economy, Energy, and the Environment. A Background Study.

ED 075 163

Energy and the Environment.

ED 075 230

Environmental Attitude and Health Knowledge of Tenth Grade High School Students.

ED 075 173//

The President's 1972 Environmental Program.

ED 075 166

Environmental Education

Activities for Map and Compass Study, Grade Level 4-6. Environmental Education Series, Bulletin No. 247-I.

ED 075 224

Activities for Studying Megalopolis, Grade Level 4-8. Environmental Education Series, Bulletin No. 247-H.

ED 075 223

Activities for Studying Ponds (Limnology), Grade Level 5-6. Environmental Education Series, Bulletin No. 247-D.

ED 075 220

Activities for Studying Rocks and Soil, Grade Level 4-6. Environmental Education Series, Bulletin No. 247-E.

ED 075 221

Activities for Studying Seasonal Change, Grade Level K-1. Environmental Education Series, Bulletin No. 247-F.

ED 075 222

Activities for Studying Streams, Grade Level 5-6. Environmental Education Series, Bulletin No. 247-A.

ED 075 217

Activities for Studying Weather, Grade Level 4-6. Environmental Education Series, Bulletin No. 247-C.

ED 075 219

Activities for Studying Wildlife, Grade Level 4-6. Environmental Education Series, Bulletin No. 247-B.

ED 075 218

Basic Steps in Planning Outdoor Education Day-Camping Programs. A Definitive Statement to Assist Teachers Involved in Day-Camping Programs.

ED 075 139

Coding Instructions, Worksheets, and Key Punch Sheets for M.E.T.R.O.-APEX Simulation.

ED 075 261

A Collection of Resources for the Environmentally Concerned Educator.

ED 075 190

Education and the Environment. Report of a Multi-state Conference, November 8-10, 1971, Annapolis, Maryland.

ED 075 314

Environment and Population. A Sourcebook for Teachers.

ED 075 315

A Guide to Environmental Study Areas of the Snake River Region. Final Report.

ED 075 263

Outdoor Art Activities, Grade Level K-12. Environmental Education Series, Bulletin No. 247-K.

ED 075 225

San Francisco Bay Area Environmental Education Needs Study.

ED 075 620

What's Ecology?

ED 075 165//

Environmental Impact Analysis

Environmental Conservation. The Oil and Gas Industries, Volume One.

ED 075 164//

Environmental Influences

Behavior Modification: An Issue for the Teacher?

ED 075 475//

Beyond Freedom and Dignity.

ED 075 476//

Environmental Conservation. The Oil and Gas Industries, Volume One.

ED 075 164//

Focusing on Measures of College Environments.

ED 075 444

Freedom as a Result of Control?

ED 075 477//

Institutional Design: An Administrative Approach.

ED 075 479//

Epics

I am Joaquin. Yo Soy Joaquin. An Epic Poem with a Chronology of People and Events in Mexican and Mexican American History.

ED 075 122//

Equal Education

Education Act Extends Sex Discrimination and Minimum Wage Provisions. Legislative Series 2.

ED 074 626

The Emerging Regional Educational Service Agency: The Newest Member of the Restructured State School System.

ED 074 578//

A Longitudinal Study of Fiscal Equalization in Illinois.

ED 074 621

Mexican-American Self-Concept and Educational Achievement: The Effects of Ethnic Isolation and Socio-Economic Deprivation.

ED 075 126

Restructuring School Finance. Legal and Financial Implications of the Serrano Case for the State of Oregon.

ED 074 606

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 2. Special Investigation 1. Knowledge Utilization in a Democratic Society: Education Through Commercial Television. Final Report.

ED 075 331

The Women's Movement and Its Impact on Higher Education.

ED 074 886

Equalization Aid

A Longitudinal Study of Fiscal Equalization in Illinois.

ED 074 621

Equal Opportunities (Jobs)

Beliefs of Women Faculty About Discrimination.

ED 075 005

Columbia University Affirmative Action Program (Condensed Version).

ED 074 897

Enforcing Equality in Housing and Employment Through State Civil Rights Laws. The Administrative Process Project (1969-1972).

ED 075 674//

Higher Education Guidelines for Executive Order 11246.

ED 074 893

Report of the Task Force on the Status of Women at the University of California, Davis.

ED 074 979

Report on the Status of Women Faculty at Boston State College.

ED 074 995

The Status of Faculty Women: A Method for Documentation and Correction of Salary and Rank Inequities Due to Sex.

ED 074 996

The Status of Faculty Women at Indiana State University. A Survey.

ED 074 994

The Status of Professional Women at the University of Wisconsin: Proposals for Change.

ED 075 004

Equal Protection

Columbia University Affirmative Action Program (Condensed Version).

ED 074 897

Equipment Maintenance

Computerized Maintenance for Memphis Schools.

ED 074 612

Equivalency Tests

The Nature of Objectivity with the Rasch Model.

ED 075 484

ERIC

Supplement to Abstracts of Instructional Materials for Career Education.

ED 075 576

Error Patterns

Common Errors in Language Learning: Insights from English.

ED 074 801//

A Note on Allocating Items to Subtests in Multiple Matrix Sampling and Approximating Standard Errors of Estimate with the Jackknife.

ED 075 502

218 Subject Index

- Piaget's Stage IV Object Concept Error: Evidence of Forgetting or Object Conception? ED 075 083
- Eskimos**
The Northern Eskimos of Alaska. A Source Book. ED 075 144
- Ethics**
APA Ethics. A Help or Hindrance. ED 075 472//
Ethical Issues and Questions about Testing for Test Publishers. ED 075 465//
The Ethical Issues of Privacy, Confidentiality and Privileged Communication. ED 075 473//
Ethical Principles in the Conduct of Research with Human Participants. ED 075 467//
Invitational Conference on Measurement in Education; Proceedings (of the) Eleventh Southeastern Conference (December 8-9, 1972). Session II. ED 075 464
Part One of a General Institutional Assurance. ED 075 468//
- Ethnic Groups**
American Ethnic Groups: A Selected Bibliography. ED 075 304
Ethnic Values and Language Learning. ED 074 859
Exploratory Observations on Family Interaction Patterns and Family Planning in the Filipino Community of Wailua, Hawaii. ED 074 423
- Ethnic Relations**
Linkages of Mexico and the United States. Study Based on Modified Probability Samples of Rural Michigan, the U.S. General Public, Spanish-speaking Latinos of the Southwestern United States, Urban Mexico, and Rural Mexico. ED 075 124
- Ethnic Stereotypes**
Ethnic Values and Language Learning. ED 074 859
- Ethnic Studies**
American Ethnic Groups: A Selected Bibliography. ED 075 304
Audio Visual Based Indian Resource Unit. ED 075 303
Black Arts in Today's Curriculum. ED 074 951
Curricular Approaches to African and Afro-American Studies. ED 074 952
Developing a Native American Studies Program. ED 075 133
Ethnic Studies in Elementary Schools and Secondary Schools in New York. ED 075 558
Multi-Ethnic Micro-Units. ED 075 305
Pan-Africanist Approach to Modern Language Study. ED 074 957
The Proposed Transfer of the Indian Bureau to the Department of War. ED 075 109
Towards An Interdisciplinary Core Curriculum in Afro-American Studies. ED 074 953
- Ethnology**
Ethnic Values and Language Learning. ED 074 859
- Etiology**
Eye Movement Disorders in Dyslexia. Final Report. ED 074 691
- Evaluation**
A Description of a Changing High School English Department. ED 074 507//
Effects of Verbal Evaluations on 4-11 Year Old's Learning and Performance. ED 074 434
An Evaluation of an Interdisciplinary Program in an Elementary Teacher-Education Curriculum. ED 075 115
Evaluation Report of the 1970-72 Protocol Materials Unit. ED 075 374
A Guide to Environmental Study Areas of the Snake River Region. Final Report. ED 075 263
"Indian Education in the Bureau of Indian Affairs." ED 075 130
Invitational Conference on Measurement in Education; Proceedings (of the) Eleventh Southeastern Conference (December 8-9, 1972). Pre-Session. ED 075 445
Librarians Workshop: Library Goals, Objectives, Program, Evaluation. ED 075 060
Library Technical Assistant -- A Paraprofessional Training Institute, Interim Report. ED 075 033
Performance Contracts -- Success or Failure. Contract Learning Projects, Grand Rapids Public Schools, 1970-72. ED 074 617
Search and Assessment of Commercial Career Education Materials. ED 075 657
A Search for Quality in Education. ED 074 569//
Some Implications of the National Assessment Model and Data for State and Local Education. ED 074 620
Western Kentucky University's Teacher Preparation Evaluation Model Phase I, Cycle I. Annual Report. ED 075 362
- Evaluation Criteria**
Administrator Evaluation. Educational Management Review Series Number 15. ED 074 588
A Brief Overview of Research on Teacher Effectiveness and the Relevancy of Educational Psychology. ED 075 478//
Cable Television: The Process of Franchising. ED 074 780//
Establishing Criteria in Programmed Learning. ED 074 748//
Evaluative Criteria for High School Textbooks in Journalism and Mass Media. ED 074 516
Measuring Social Studies Achievement: A Matter of Values. ED 075 493
Responsive Evaluation. ED 075 487
The Synergistic Evaluation Model. ED 075 503
Western Kentucky University's Teacher Preparation Evaluation Model Phase I, Cycle I. Annual Report. ED 075 362
- Evaluation Methods**
Administrator Evaluation. Educational Management Review Series Number 15. ED 074 588
Aptitude-Treatment Interactions with Handicapped Children: A Focus on the Measurement of the Aptitude Component. ED 075 510
Conducting Educational Research. ED 074 720//
A Critique of the Report by Irv Garfinkel and Edward M. Gramlich entitled "A Statistical Analysis of the OEO Experiment in Performance Contracting." ED 075 517
The Development and Implementation of a Statewide Evaluation System. ED 075 508
Evaluating Reading and Study Skills in the Secondary Classroom. A Guide for Content Teachers Reading Aids Series. ED 074 482
Evaluation Report of the 1970-72 Protocol Materials Unit. ED 075 374
Evaluation System Model for the Basic Functions of Vocational Education in California: A Computer Based Evaluation System for Vocational Education. ED 075 667
Measurement for the Purpose of Evaluation. ED 075 448//
- The Relationship of Evaluations of Students' Cognitive Performance to their Self Concept Assessments and Mental Health Status. ED 074 424
- Evaluation Needs**
A Critique of the Report by Irv Garfinkel and Edward M. Gramlich entitled "A Statistical Analysis of the OEO Experiment in Performance Contracting." ED 075 517
A Formative-Summative Evaluation Design for a State-Sponsored Program of Educational Experimentation. ED 075 507
- Evaluation Techniques**
Driver Education Task Analysis. Volume IV: The Development of Instructional Objectives. Final Report. ED 075 623
The Effect of Instructions, Discrimination Difficulty, and Methods of Assessment on Generalized Imitation. ED 075 076
Evaluating Reading and Study Skills in the Secondary Classroom. A Guide for Content Teachers Reading Aids Series. ED 074 482
Focusing on Measures of College Environments. ED 075 444
A Formative-Summative Evaluation Design for a State-Sponsored Program of Educational Experimentation. ED 075 507
Meta-Evaluation Applied: The Evaluation of a Large Scale Evaluation System. ED 075 509
A New Eclectic Model for the Redirection of Evaluation Efforts. ED 075 086
Responsive Evaluation. ED 075 487
The Synergistic Evaluation Model. ED 075 503
Western Kentucky University's Teacher Preparation Evaluation Model Phase I, Cycle I. Annual Report. ED 075 362
What You Always Felt You Should Know about PERT, but were Afraid to Find Out. Expanding Evaluation Concepts: Applications and Reflections. ED 075 514
- Evening Programs**
A Four-Year Follow-up Study of the One Hundred Graduates - Class of "69" of the Jackson County Adult Evening High School Completion Program. ED 074 326
- Exceptional Child Education**
Audiovisual Instruction: A Selective Bibliography. Exceptional Child Bibliography Series No. 653. ED 074 686
Basic Commitments and Responsibilities to Exceptional Children and Policy Statement on Governmental Affairs. ED 074 654
The Bender Gestalt Test with the Human Figure Drawing Test for Young School Children. A Manual for Use with the Koppitz Scoring System. ED 074 645
A Child Development, Behavior Modification Research, and Data-Based Model for Training Teachers of Young Handicapped Children. ED 074 690
The Child in the Process: Affecting His Human Potential through LIFE. ED 074 650
Comparative Survey of Programs for Exceptional Children. Survey Report 1971-72. ED 074 659
A Comparison of the Project LIFE Vocabulary with a Functional Basic Word List for Special Pupils. ED 074 653
A Comprehensive Plan for Special Education. ED 074 669
Counseling and Psychotherapy: A Selective Bibliography. Exceptional Child Bibliography Series No. 629. ED 074 683
Curriculum Guide for Interpreter Training.

- Curriculum Guide Functional Level A Exceptional Child Program. ED 074 656
- The Development and Application of Intelligence Tests for the Blind: A Research Utilization Conference. Final Report. ED 074 657
- Development and Demonstration of Communication Systems for the Blind and Deaf/Blind. Braille Communication Terminals and Tactile Paging Systems. Final Report. ED 074 655
- Directories of Services and Facilities; A Selective Bibliography. Exceptional Child Bibliography Series No. 638. ED 074 663
- A Guide for the Teacher of the Trainable Mentally Handicapped. ED 074 684
- How to Pass the Road Rules Test. Revised 1973. ED 074 667
- Impact 6 of the Title VI Programs in the State of Oregon September, 1971-August, 1972. ED 074 658
- Improving Visual Skills; A Guide for Teachers of the Handicapped. ED 074 681
- Instructional Alternatives for Exceptional Children. ED 074 647
- Learning to Earn a Living: A Resource Guide for Implementation of the State Curriculum for the Educable Mentally Retarded. ED 074 678
- Management System for EMR Work Study Program. ED 074 664
- Methods and Results of an Every-Child Program for the Early Identification of Developmental Deficits. ED 074 670
- Minority Groups/Disadvantaged Youth; A Selective Bibliography. Exceptional Child Bibliography Series No. 646. ED 074 672
- Multi-Handicapped Blind Persons Can Work. ED 074 685
- Not All Little Wagons Are Red; the Exceptional Child's Early Years. ED 074 665
- Physically Handicapped/Special Health Problems and Cerebral Palsy; A Selective Bibliography. Exceptional Child Bibliography Series No. 628. ED 074 676
- Preschool Learning Activities for the Visually Impaired Child, A Guide for Parents. ED 074 682
- Prescriptive Profile Procedure for Children With Learning Disabilities. ED 074 677
- The Program Data Analysis Plan for Colorado Special Education. ED 074 673
- Program Description and Process Guide for the Program Data Analysis Plan for Colorado Special Education. ED 074 649
- Programed Instruction; A Selective Bibliography. Exceptional Child Bibliography Series No. 654. ED 074 687
- PROJECT SED: Trail-blazing for Severely Disturbed Youngsters in a Public School. ED 074 675
- Social Sciences: Curriculum Guide for Teaching Gifted Students Social Sciences in Grades Seven Through Nine. ED 074 679
- Standards for Personnel Training in Mental Retardation and Related Developmental Handicaps. ED 074 662
- Standards for the Operation of Special Education Programs and Services. ED 074 646
- Toilet Training the Retarded Child. ED 074 660
- Transcription of "In Darkness" via DOTSYS III and the BRAILLEBOSS. ED 074 661
- Exceptional Child Research**
Anticipation of Cognitive Behavior of Mentally Retarded and Normal Children. ED 074 689
- Characteristics of Hearing Impaired Students by Hearing Status. United States: 1970-71. ED 074 668
- Communication for Handicapped Children. Final Report. ED 074 688
- A Cooperative Parent-Teacher Model Using the Project LIFE Instructional System. ED 074 651
- Eye Movement Disorders in Dyslexia. Final Report. ED 074 691
- Hearing and Related Medical Findings Among Children: Race, Area, and Socioeconomic Differentials United States. ED 074 674
- Perceptual Capacities of Retarded and Normal Children. Final Report. ED 074 692
- Primary Handicaps of Students in Programs for the Physically Handicapped. ED 074 680
- Project LIFE, Visual-Perceptual Training. ED 074 652
- Exceptional Child Services**
Directory of Organizations Interested in the Handicapped. ED 074 671
- Twenty-fifth Anniversary Annual Meeting, Minutes. May 3, 4, 5, 1972. ED 074 666
- Expectation**
Anticipation of Cognitive Behavior of Mentally Retarded and Normal Children. ED 074 689
- Counseling for Change: A New Perspective. ED 074 432
- Status Consistency of the Projected Frames of Reference of Rural Males. ED 075 105
- Expenditure Per Student**
A Study of Administrative Costs in Selected School Districts of Iowa, Missouri, and South Dakota. ED 074 576//
- Expenditures**
Expenditures and Revenues for Public Elementary and Secondary Education, 1970-71. ED 074 614
- Financing Current Operations of American Higher Education. ED 074 917
- Experimental Colleges**
Individualized Education: Reading Courses at New College - 1971-72. ED 074 926
- Experimental Groups**
The Effect of Instructions, Discrimination Difficulty, and Methods of Assessment on Generalized Imitation. ED 075 076
- Experimental Programs**
An Evaluation of a Staff- and Community-Implemented Model Integrating Career Development Concepts in a Total Educational Program, K-12. Final Report. ED 075 601
- Individualized Education: Reading Courses at New College - 1971-72. ED 074 926
- Experimental Psychology**
The Effects of Induced "E" [Experimenter] Bias on the Reading of Instructions during a Behavioral Experiment. ED 074 449
- Variables Influencing The Perception of Flicker In Wide Angle CRT Displays. ED 074 755
- Experimental Schools**
Education and Politics: A Shotgun Wedding. Position Paper. ED 075 161
- Philadelphia's Parkway Program: An Evaluation. ED 075 534
- Experiments in Computer Electronics and Logic**
Educational Projects for a Digital Logic Laboratory. ED 074 696//
- Expository Writing**
Context Clues Used by Sixth Grade Readers of Expository and Narrative Discourse. ED 074 461//
- The Development of a Criterion-Related Reading Comprehension Test for Exposition and Argument. ED 074 462//
- Expressionism**
A Case Methodology for the Study of the Drawing Process and the Drawing Series. Final Report. ED 075 274
- Extended School Year**
The Gresham Grade School District #4 Year-Round Plan. Community-School Planning and Implementation. ED 074 582
- Extension Agents**
Four-H Leadership Training Needs of Tennessee Agents, 1970. ED 074 316
- Obtaining Local Resources for County Extension Programs. ED 074 379
- Perceived Training Needs of Urban 4-H Agents Working with Disadvantaged Audiences. ED 074 385
- Scholarships and Fellowships Available to Extension Workers 1972-1973. ED 074 325
- Staff Development Policy in the Extension Service-USDA. ED 074 322
- Extension Education**
Agricultural Extension. A Reference Manual. ED 075 628
- Staff Development Policy in the Extension Service-USDA. ED 074 322
- Using Visuals in Agricultural Extension Programs. ED 074 364
- External Degree Programs**
Improvement of Opportunity: Alternative Approaches for the Delivery of Higher Education Services. ED 074 940
- Improvement of Opportunity in Higher Education: Alternative Modes for Earning Undergraduate Degrees and College Credit. ED 074 939
- An Open University for the Midlands: Why and For Whom? ED 074 896
- Regents External Degree Associate in Applied Science in Nursing. ED 074 938
- Report of the Task Force to Explore Feasibility of a Three-Year Baccalaureate Program. Established March 1, 1972. ED 074 944
- Roger Williams College University Without Walls Urban Studies Center. ED 074 899
- Eye Movements**
Eye Movement Disorders in Dyslexia. Final Report. ED 074 691
- Eyes**
Effectiveness of Existing Eye Safety Legislation in Arizona. ED 075 632//
- Facilities**
Directories of Services and Facilities; A Selective Bibliography. Exceptional Child Bibliography Series No. 638. ED 074 684
- Facility Guidelines**
Suggestions Toward a Small Video Facility. ED 074 723
- Utilization of Existing Facilities Needs for New Facilities. A Discussion Paper for the Master Plan for Higher Education in Connecticut. ED 074 942
- Facility Inventory**
Distribution of Physical Facilities Among Institutions of Higher Education Grouped By Level, Control, and Enrollment Size Fall 1968. ED 074 990

220 Subject Index

- Inventory of Physical Facilities in Institutions of Higher Education Fall 1969. ED 075 001
- Facility Utilization Research**
Distribution of Physical Facilities Among Institutions of Higher Education Grouped By Level, Control, and Enrollment Size Fall 1968. ED 074 990
Inventory of Physical Facilities in Institutions of Higher Education Fall 1969. ED 075 001
Study of Telecommunications Programs in Selected Universities in the United States. ED 074 726
Utilization of Existing Facilities Needs for New Facilities. A Discussion Paper for the Master Plan for Higher Education in Connecticut. ED 074 942
- Factor Analysis**
A Case for Using Factor Scores Rather than Summative Scores in Educational Research. ED 075 506
- Factual Reading**
Early Indians Use Jones Valley. (Reading for "The South: Birmingham Case Study and the South as a Region". Grade Five (Unit IV) Project Social Studies.) ED 075 280
Selected Readings on Phoenix. Grade Five, Unit: Phoenix. ED 075 271
Who's Reading What in Higher Education. Research Currents. ED 074 998
- Faculty Integration**
Ambiguities in Race Relations: Blacks and Whites in Higher Education. ED 074 924
- Faculty Mobility**
Simultaneous Estimation of Teacher Mobility and Reading Scores. ED 075 358
- Fallout Shelters**
Civil Defense, U. S. A.: A Programmed Orientation to Civil Defense. Unit 2. Nuclear Weapons Effects and Shelter. ED 074 312
- Family Background**
Birth Control, Family Configuration and Verbal Achievement. ED 074 426
- Family Environment**
School and Home Co-operation and the Reading Achievement of First Grade Pupils. ED 074 469//
- Family Influence**
The Effects of School Achievement on the Affective Traits of the Learner. ED 074 401
The "Younger-Minority Boy" as a Clue to the Source of Achievement Orientation. ED 074 433
- Family Life**
Education for the Rural Disadvantaged: Summary of Findings and Conclusions of an Experimental Study. Research Report. ED 075 119
- Family Life Education**
Functional Education for Family Life Planning, II. Program Design. ED 074 355
- Family Planning**
Current Literature in Family Planning, November 1972, No. 51. ED 075 189
Exploratory Observations on Family Interaction Patterns and Family Planning in the Filipino Community of Waiialua, Hawaii. ED 074 423
Field Experiments of Family Planning Incentives. ED 074 317
Situation Report--Ghana, India, and South Africa. ED 075 228
- Family Programs**
Child Mental Health in the '70's. ED 075 516
- Family Relationship**
Exploratory Observations on Family Interaction Patterns and Family Planning in the Filipino Community of Waiialua, Hawaii. ED 074 423
- Family Role**
School and Home Co-operation and the Reading Achievement of First Grade Pupils. ED 074 469//
- Farm Labor**
Direct and Contract Hiring of Seasonal Farm Labor. ED 075 635
- Farm Labor Supply**
Direct and Contract Hiring of Seasonal Farm Labor. ED 075 635
- Farm Occupations**
Training for Agriculture: Annual Review of Selected Developments. ED 075 670
- Feasibility Studies**
The All Volunteer Navy and The Schools: Recommendations for Integration of Navy Careers into Career Education. Final Report. ED 075 602
Course Scheduling to Find the Minimum Cost Set of Facilities Required. ED 074 371//
Tivoli Brewery: A Feasibility Study. ED 074 634
- Federal Agencies**
Fulfilling the Potential of NYC-2: Using Government Agencies for Training the Disadvantaged for Employment in Public and Private Sectors: II. The Consortium Model. ED 075 638//
- Federal Aid**
An Analysis of Vocational Program Costs. ED 075 597
The Church, the College, and the State--Changing Patterns of Relationship. ED 074 921
Federal Funds for Research Development and Other Scientific Activities. Fiscal Years 1971, 1972, and 1973. Vol. 21. ED 074 962
Hearings Before the Committee on Education and Labor, House of Representatives, Ninety-Second Congress, Second Session on H. R. 44, H. R. 981, H. R. 1491, H. R. 6179, H. R. 7796, H. R. 12695 and Related Proposals...Oversight Hearings on Elementary and Secondary Education. Hearings Held Washington, D. C., September 26-28, and October 4 and 11, 1972. ED 075 530
The Higher Education Act of 1965 (P.L. 89-329) as Amended Title VI, Part-A, Improvement of Undergraduate Instruction. ED 074 936
Higher Education Guidelines for Executive Order 11246. ED 074 893
A Manual for Enforcing Title I Comparability. ED 075 539
Nothing But Praise: Thoughts on the Ties Between Higher Education and the Federal Government. ED 074 963
Some Adverse Effects of Increased Federal Funding on Certain Basic Conditions in Academic Scientific Research: An Exploratory Study, 1950-1970. ED 075 179//
State Education Agency Planning: Impact of Federally Funded Programs. ED 074 605
Studies in Public Welfare. Paper No. 1; Public Income Transfer Programs: The Incidence of Multiple Benefits and the Issues Raised by Their Receipt. ED 075 562
A Survey of A.I.D. Educational Cooperation with Developing Countries. ED 074 799
When Humanitarianism Is Not Humane: Helping--the Recipient's View. ED 074 386
- Federal Communications Commission**
Guide to Understanding Broadcast License Applications and Other FCC Forms. ED 074 772
- Federal Information Processing Standards**
Standards for Teleprocessing; New Approaches for New Needs. ED 074 721
- Federal Laws**
Cable Television: Citizen Participation After the Franchise. ED 074 784//
Cable Television: From Here to Where? ED 074 786
Guide to Understanding Broadcast License Applications and Other FCC Forms. ED 074 772
Regulation of Cable Television by the State of New York. ED 074 788
Understanding Fair Housing. ED 075 565
- Federal Legislation**
American Indians and Their Federal Relationship. Plus a Partial Listing of Other United States Indian Groups. ED 075 131
Cable Television: A Guide to Federal Regulations. ED 074 783//
Education Act Extends Sex Discrimination and Minimum Wage Provisions. Legislative Series 2. ED 074 626
Equality of Opportunity in Higher Education - The Impact of Contract Compliance and the Equal Rights Amendment. ED 074 920
The Health-Impaired Miner Under the Black Lung Legislation. Revised. ED 074 380
Hearings Before the Committee on Education and Labor, House of Representatives, Ninety-Second Congress, Second Session on H. R. 44, H. R. 981, H. R. 1491, H. R. 6179, H. R. 7796, H. R. 12695 and Related Proposals...Oversight Hearings on Elementary and Secondary Education. Hearings Held Washington, D. C., September 26-28, and October 4 and 11, 1972. ED 075 530
The President's 1972 Environmental Program. ED 075 166
Standards for Teleprocessing; New Approaches for New Needs. ED 074 721
Summary of Proceedings of the Annual Meeting of the Association of Urban Universities (57th, Chicago, Illinois, November 7-8, 1971). Forty-Eighth Report. ED 074 891
- Federal Programs**
Child Mental Health in the '70's. ED 075 516
Federal Health Manpower Programs, 1970--Part I. Final Report. ED 075 582//
Implications of National Institute of Education Policies and Programs for Educational Technology. ED 074 761
"Indian Education in the Bureau of Indian Affairs." ED 075 130
Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume IV: Career Opportunities Program Impact Evaluation (COP). ED 074 594
Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume V: Appendix. Career Opportunities Program Impact Evaluation (COP). ED 074 595
New Indian Tribalism. Working Paper. ED 075 149
The President's 1972 Environmental Program. ED 075 166
Roles and Resources of Federal Agencies in Support of Comprehensive Emergency Medical Services. ED 075 640
Rural Development: 1971--A Year of Listening and Watching the Development of the Growing

- Consensus that Something Must be Done for the People of the American Countryside. ED 075 112
- Statistics Concerning Indian Education. Fiscal Year 1972. ED 075 129
- Studies in Public Welfare. Paper No. 1; Public Income Transfer Programs: The Incidence of Multiple Benefits and the Issues Raised by Their Receipt. ED 075 562
- Title I. Elementary and Secondary Education Act in Rhode Island. Sixth Annual Evaluation, Fiscal Year 1970-71. ED 074 601
- Federal Role**
- Anticipating Educational Issues Over the Next Two Decades: An Overview Report of Trends Analysis. Research Memorandum No. 18. ED 074 627
- Federal State Relationship**
- State Education Agency Planning: Impact of Federally Funded Programs. ED 074 605
- Federal Trade Commission**
- Advertising and the Public Interest. A Staff Report to the Federal Trade Commission. ED 074 777
- Feedback**
- Feedback in Group Instruction. ED 075 044//
- Information Feedback Systems (IFS) and Educational Goals. ED 075 463//
- Fellowships**
- Scholarships and Fellowships Available to Extension Workers 1972-1973. ED 074 325
- Females**
- Career Orientation of University and High School Women. ED 074 950
- An Examination of the Validity of Holland's Constructs for Adult Women. ED 074 399
- Public Television Station Employment Practices and the Composition of Boards of Directors: The Status of Minorities and Women. ED 074 742
- Women: Personal and Environmental Factors in Career Choice. ED 074 400
- Women's Studies: Courses and Programs for Higher Education. ED 074 997
- Feminism**
- Beliefs of Women Faculty About Discrimination. ED 075 005
- Equality of Opportunity in Higher Education - The Impact of Contract Compliance and the Equal Rights Amendment. ED 074 920
- Fifty-One Percent Minority. Connecticut Conference on the Status of Women. ED 074 958
- Prologue to the Women Studies Program, University of Pittsburgh. ED 074 890
- Report of the Task Force on the Status of Women at the University of California, Davis. ED 074 979
- Report on the Status of Women Faculty at Boston State College. ED 074 995
- The Rhetoric of the Women's Liberation Movement: Consciousness-Raising. ED 074 545
- The Status of Faculty Women: A Method for Documentation and Correction of Salary and Rank Inequities Due to Sex. ED 074 996
- The Status of Faculty Women at Indiana State University, A Survey. ED 074 994
- The Status of Professional Women at the University of Wisconsin: Proposals for Change. ED 075 004
- Women's Caucus of the College Art Association Survey of the Status of Women in 164 Art Departments in Accredited Institutions of Higher Education. ED 074 901
- The Women's Movement and Its Impact on Higher Education. ED 074 886
- Women's Studies: Courses and Programs for Higher Education. ED 074 997
- Field Experience Programs**
- Case Study of Performance Based, Field Oriented Education at the University of Washington 1967-72. ED 075 420
- Experience Oriented Teacher Education Program. ED 075 412
- Performance-Based Undergraduate Program for the Education of Teachers at Brooklyn College. ED 075 414
- The Social-Action Role of the University: San Juan, Puerto Rico. A Study of the Torrecilla Baja (Pinones) Community. Final Report. ED 074 992
- University of Tennessee-Clinch-Powell Student Teaching Project. ED 075 416
- Field Studies**
- Field Experiments of Family Planning Incentives. ED 074 317
- Figurative Language**
- A Test of Hypotheses Derived from Osborn, Piaget and Osgood, Concerning the Metaphor. ED 074 561
- Filing**
- The Filmstrip Collection: Complete Instructions on How to Process and Organize. ED 075 054
- The Library Picture File: A Complete System of How to Process and Organize. ED 075 053
- Filipino Americans**
- Exploratory Observations on Family Interaction Patterns and Family Planning in the Filipino Community of Waiialua, Hawaii. ED 074 423
- Film Production**
- The Role of Film in Development. ED 074 751
- Films**
- It's Only a Movie. ED 074 703//
- Leading Film Discussions; A Guide to Using Films for Discussion, Training Leaders, Planning Effective Programs. ED 074 771//
- The Role of Film in Development. ED 074 751
- The State of the Art Films in Instruction, 1972: A Second Look. ED 074 753
- War. Peace. Film Guide. ED 075 310
- Young Tanzanians and the Cinema: A Study of the Effects of Selected Basic Motion Picture Elements and Population Characteristics on Filmic Comprehension of Tanzanian Adolescent Primary School Children. ED 074 743
- Filmstrips**
- The Filmstrip Collection: Complete Instructions on How to Process and Organize. ED 075 054
- Film Study**
- It's Only a Movie. ED 074 703//
- Landing Rightside Up In TV and Film. ED 074 731//
- The State of the Art Films in Instruction, 1972: A Second Look. ED 074 753
- Young Tanzanians and the Cinema: A Study of the Effects of Selected Basic Motion Picture Elements and Population Characteristics on Filmic Comprehension of Tanzanian Adolescent Primary School Children. ED 074 743
- Financial Needs**
- Financing Current Operations of American Higher Education. ED 074 917
- The Impact of a Short Term Training Program for Financial Aid Administrators and Other Student Assistance Personnel. ED 075 370
- Financial Policy**
- Cable Television: A Handbook for Decision-making. ED 074 778//
- Financial Problems**
- Coming of Middle Age in Higher Education. ED 074 914
- Small College Management: Key to Survival. Research Currents. ED 074 980
- Financial Support**
- Bond Management - Higher Education. ED 074 954
- The Church, the College, and the State-Changing Patterns of Relationship. ED 074 921
- Educational Radio: The Fifty-Year-Old Adolescent. ERIC/EBR Annual Review Paper. ED 074 728
- Federal Funds for Research Development and Other Scientific Activities. Fiscal Years 1971, 1972, and 1973. Vol. 21. ED 074 962
- Financial Statistics of Institutions of Higher Education: Student Financial Aid, 1966-67. ED 074 991
- The Health-Impaired Miner Under the Black Lung Legislation. Revised. ED 074 380
- The Higher Education Act of 1965 (P.L. 89-329) as Amended Title VI, Part-A, Improvement of Undergraduate Instruction. ED 074 936
- An Inquiry into the Patterns Among the States for Funding Public Library Services. ED 075 031
- Nothing But Praise: Thoughts on the Ties Between Higher Education and the Federal Government. ED 074 963
- Student Financing of Higher Education in Washington: An Analysis of the Resources Used by Students in Paying for Their College Educations. ED 074 887
- A Study of Income and Expenditures in Sixty Colleges - Year 1953-1954. ED 074 956
- A Survey of A.I.D. Educational Cooperation with Developing Countries. ED 074 799
- Training Impact of National Institutes of Health Research Grants. Part I: Hypotheses of Interest Concerning Individuals. Final Report. ED 075 586//
- Fixed Sequence**
- Fixed Sequence and Multiple Branching Strategies in Computer Assisted Instruction. Research Report. ED 074 707//
- Flexible Facilities**
- Hints for Survival in Open Plan Schools. ED 074 611
- Flexible Scheduling**
- Can a Teacher Have Flexible-Modular Scheduling Within a Traditionally Organized School? ED 075 393
- Integrated Curriculum in Methods Courses. ED 075 363
- Florida**
- Curriculum Guide Functional Level A Exceptional Child Program. ED 074 657
- Humanism and Accountability: Let No Man Draw Asunder. ED 075 483
- Primary Handicaps of Students in Programs for the Physically Handicapped. ED 074 680
- Folk Culture**
- Foxfire 2: Ghost Stories, Spring Wild Plant Foods, Spinning and Weaving, Midwifing, Buri-

222 Subject Index

- al Customs, Corn Shuckin's, Wagon Making and More Affairs of Plain Living. ED 075 147//
- Folklore Books**
Afro-American Literary Bibliographies: An Annotated List of Bibliographical Guides for the Study of Afro-American Literature, Folklore and Related Areas. ED 074 508//
- Followup Studies**
The Aims and Needs of College Vocational Education Dropouts. A Research Report. ED 075 579
A Comparative Analysis of Selected Responses to the Four Year Follow-Up Questionnaires Returned by the Graduates of the Jackson County Adult Evening High School Classes of 1967-68-69. ED 074 348
A Four-Year Follow-up Study of the One Hundred Graduates - Class of "69" of the Jackson County Adult Evening High School Completion Program. ED 074 326
Two Attrition Studies at Santa Fe Community College. ED 075 022
- Food**
Screening Children for Nutritional Status: Suggestions for Child Health Programs. ED 075 429
- Foreign Countries**
Air Pollution Translations: A Bibliography with Abstracts - Volume 2. ED 075 235
Indian Educational Material. Annotated Quarterly Bibliography. Volume 6, Number 4, (Period Covered October-December 1971). ED 075 287
Situation Report--Ghana, India, and South Africa. ED 075 228
- Foreign Culture**
Addresses of Embassies, Consulates, and Educational and Information Offices of Interest to Foreign Language Teachers. ED 074 853
Programa De Educacion Interamericana. ED 075 440
- Foreign Relations**
"Revolution" and "Intervention." A Bibliography for Classroom Use. ED 075 289
Teaching About Peace Issues. A Peace Education Kit. ED 075 286//
- Foreign Students**
English Language Proficiency and Academic Achievement among Students of English as a Second Language at the College Level. ED 074 812
- Formative Evaluation**
A Formative-Summative Evaluation Design for a State-Sponsored Program of Educational Experimentation. ED 075 507
- Form Classes (Languages)**
The Te-ni-wo-ha: An Etymological Study. ED 074 806
- Foundations of Education**
Discrimination and Integration in the Foundations of Education. ED 075 343
- Four H Clubs**
Perceived Training Needs of Urban 4-H Agents Working with Disadvantaged Audiences. ED 074 385
- France**
L'Humanite n'en Sortira pas...Vivante (Humanity Will Not Get Out Alive). French Ecology Packet: Resource Materials and Readings for French Classes at Advanced Levels. ED 074 849
- Franchising**
Cable Television: A Handbook for Decision-making. ED 074 778//
- Cable Television: Technical Considerations in Franchising Major Market Systems. ED 074 782//
Cable Television: The Process of Franchising. ED 074 780//
- Freedom of Speech**
[Iowa Studies in Rhetoric.] ED 074 530
The Rights of Teachers. The Basic ACLU Guide to a Teacher's Constitutional Rights. An American Civil Liberties Union Handbook. ED 075 340//
- Freehand Drawing**
A Case Methodology for the Study of the Drawing Process and the Drawing Series. Final Report. ED 075 274
- French**
Content Analysis Schedule for Bilingual Education Programs: Bilingualism in an Open School Education Program. ED 074 873
Content Analysis Schedule for Bilingual Education Programs: The North Country Bilingual Project. ED 074 878
France in America. ED 074 840
L'Humanite n'en Sortira pas...Vivante (Humanity Will Not Get Out Alive). French Ecology Packet: Resource Materials and Readings for French Classes at Advanced Levels. ED 074 849
Meeting Another Culture through Language: French. ED 074 820
Traveling in France. ED 074 838
- Freshmen**
An Adlerian Approach to Measuring Change in College Freshmen. ED 074 431
- Fundamental Concepts**
Identification of Common Content in Courses Offered by Various Vocational Services at the Secondary Level. Final Report. ED 075 622
Teaching for Employability. ED 075 621
- Futures (of Society)**
Anticipating Educational Issues Over the Next Two Decades: An Overview Report of Trends Analysis. Research Memorandum No. 18. ED 074 627
A Current View of the Future of Theory and Research in Educational Communication. ED 074 754
The Growth of Television in the United States (1960 to 1980). ED 074 785
- Game Theory**
Methodological Advances in Political Gaming: The One-Person Computer Interactive, Quasi-Rigid Rule Game. ED 074 693//
- General Alpha Numeric Direct Access Library Facil**
GANDALF: A General Alpha-Numeric Direct Access Library Facility. ED 074 759
- General Education**
On Converting a Teacher College. ED 075 357
- Generalization**
Vicarious Influences on Children's Creative Behavior. ED 075 089
- Geographic Distribution**
The Maldistribution Thesis of Poverty: How Much of Rural Southern Poverty Can It Explain? ED 075 150
- Geographic Location**
The Effect of College Proximity on Rates of College Attendance. ED 074 888
- Geographic Regions**
Early Indians Use Jones Valley. (Reading for "The South: Birmingham Case Study and the South as a Region". Grade Five (Unit IV) Project Social Studies.) ED 075 280
Hearing and Related Medical Findings Among Children: Race, Area, and Socioeconomic Differentials United States. ED 074 674
Selected Readings on Phoenix. Grade Five, Unit: Phoenix. ED 075 271
Student Almanac. Grade Five. ED 075 270
A Survey of A.I.D. Educational Cooperation with Developing Countries. ED 074 799
- Geography**
Sources of Information and Materials: Maps and Aerial Photographs. A Reference Book. ED 075 266
- Geography Curriculum Project**
The Effects on Achievement of Using the Forced Inferential Response Mode in an Intermediate Grade Population-Geography Unit. ED 075 317
- Geography Instruction**
The Effects on Achievement of Using the Forced Inferential Response Mode in an Intermediate Grade Population-Geography Unit. ED 075 317
- Geology**
Activities for Studying Rocks and Soil, Grade Level 4-6. Environmental Education Series, Bulletin No. 247-E. ED 075 221
- Geometric Concepts**
An Investigation of the Development of Selected Topological Properties in the Representational Space of Young Children. ED 075 198
- Geometry**
An Introduction to Flow Proof. A Manual for Teachers. ED 075 229
- Georgia**
Evaluation of the Youth Tutoring Youth Program, Summer 1972. Research and Development Report, Volume 6, Number 10. ED 075 560
[Pupil Performance in the Atlanta, Georgia, Elementary Schools.] Research and Development Report, Volume 6, Numbers 11-14, December 1972. ED 075 561
- Georgia Assessment Project**
Focus on the Future of Georgia 1970-1985. ED 075 482
- German**
Conference on Post 'A'-Level German Language Teaching: Report of Proceedings (Hull, England, September 13-15, 1971). ED 074 805
German Basic Course, Units 13-24. ED 074 818
Individualized Instruction at Levels I and II. ED 074 825
Report of a Three-Week Study Tour of the Federal Republic of Germany and Its Educational System. ED 074 850
Seeking a Pace to Perfection: The Attempt to Individualize Instruction in Elementary German at Lafayette College, Easton, Pa. ED 074 815
Sind Sie fit (Are You in Shape?): Calisthenics in German. ED 074 848
- German Literature**
The Teaching of German Literature in Translation. ED 074 821
- Ghettos**
Education, Training, and the Urban Ghetto. ED 075 543//

Gifted

Identification of Gifted and Creative Children and Youth Among Black Disadvantaged Groups. A Symposium/Workshop Presented by Members of the Bi-Racial Identification Committee.

ED 075 462//

Social Sciences: Curriculum Guide for Teaching Gifted Students Social Sciences in Grades Seven Through Nine.

ED 074 679

Glossaries

Piaget: Dictionary of Terms [Original Title: Dictionnaire D'Epistemologie Genetique].

ED 074 468//

Primary Handicaps of Students in Programs for the Physically Handicapped.

ED 074 680

Goal Orientation

Developing a Native American Studies Program.

ED 075 133

Governance

Educational Needs - Some Changing Realities.

ED 074 567//

The Regents of The University of Michigan and the Legislature of the State, 1920-1950.

ED 074 948

The Student Role in Governance.

ED 074 946

Governing Boards

A Free and Responsive Press. The Twentieth Century Fund Task Force Report for a National News Council.

ED 074 717//

The Student Role in Governance.

ED 074 946

What Is, Or Should Be, The AGB? A Report from the Membership.

ED 074 964

Government Employees

Alternate Jobs for Aerospace Workers. Examples of Civil Service Employment Opportunities.

ED 075 643

Government Publications

Air Pollution Technical Publications of the U.S. Environmental Protection Agency.

ED 075 231

Special Action Office for Drug Abuse Prevention Answers the Most Frequently Asked Questions About Drug Abuse.

ED 075 187

Government Role

Advertising and the Public Interest. A Staff Report to the Federal Trade Commission.

ED 074 777

Basic Commitments and Responsibilities to Exceptional Children and Policy Statement on Governmental Affairs.

ED 074 654

Cable Television: A Guide to Federal Regulations.

ED 074 783//

Civil Defense, U. S. A.: A Programmed Orientation to Civil Defense. Unit 5. Governmental Responsibilities for Civil Defense.

ED 074 315

Educational Radio: The Fifty-Year-Old Adolescent. ERIC/EBR Annual Review Paper.

ED 074 728

Migrant Education Administrative Handbook. Revised April 1973.

ED 075 151

The Proposed Transfer of the Indian Bureau to the Department of War.

ED 075 109

Grade 1

Attention and Reading Achievement in First Grade Boys and Girls. Research Report No. 43.

ED 074 447

The Construction and Evaluation of Two Methods of Listening Skills Instruction and Their Effect on Listening Comprehension of Children in Grade 1.

ED 074 486//

Emphasis: Prevention.

ED 075 103

Title VI-G, ESEA, Proposal for a Modified Primary Program for Children with Learning Disabilities. (Abstract and Narrative Sections).

Grade 4

Massachusetts Fourth Grade Testing Program 1971.

ED 075 489

Grade 5

Individual Differences in Learning and Retention. Final Report.

ED 074 485

Grade 6

Context Clues Used by Sixth Grade Readers of Expository and Narrative Discourse.

ED 074 461//

The Effects of Three Spelling Programs on the Spelling Achievement of Sixth Graders from Two Culturally Different Areas.

ED 075 551

Grade 7

Curriculum Guide for Exceptional Learners, English-Reading: 7-8.

ED 074 503

Massachusetts Application of National Assessment Items in Citizenship and Science.

ED 075 490

Grade 8

Curriculum Guide for Exceptional Learners, English-Reading: 7-8.

ED 074 503

Large - Small or Mini Group Instruction in English, 8th and 9th Grades.

ED 074 518

Grade 9

The Development of a Criterion-Related Reading Comprehension Test for Exposition and Argument.

ED 074 462//

Large - Small or Mini Group Instruction in English, 8th and 9th Grades.

ED 074 518

A Resource Bulletin for Home Economics. Grade 9.

ED 075 443

Grade 10

Environmental Attitude and Health Knowledge of Tenth Grade High School Students.

ED 075 173//

Status Consistency of the Projected Frames of Reference of Rural Males.

ED 075 105

Grade 12

An Examination of the Computer Grading of Essays.

ED 074 504//

Grade Point Average

The Academic Achievement and Social Mobility of Community College Transfer and Native Students in a Professional Education Program.

ED 075 016

An Input-Output Assessment of Community College Graduates.

ED 075 020

Grade Prediction

Differential Relationship with Grade Criteria for Predictors at Varying Levels of Freshman Grade Complexity.

ED 075 511

Grades (Scholastic)

Typical Folly: Evaluating Student Performance in Higher Education.

ED 074 519

Grading

Computer-Based Analytic Grading for German Grammar Instruction. Psychology and Education Series. Technical Report Number 199.

ED 074 787

An Examination of the Computer Grading of Essays.

ED 074 504//

Graduates

Two Attrition Studies at Santa Fe Community College.

ED 075 022

Graduate Students

The Effectiveness of Paraprofessional Students As Behavior Consultants to Teachers. Final Report.

ED 075 421

The Effects of an Open Experimental Program on the Attitudes and Self-Concept of Graduate Students.

ED 074 935

"Hey You": A Study of the Social-Psychological Implications of Form of Address.

ED 074 405

Student Careers of Graduate Student Women in Sociology at an Elite Department.

ED 074 900

Graduate Study

The Air Force Advanced Education System.

ED 074 977//

Counselor Education: A Program in Functional Humanism.

ED 075 422

The Effects of an Open Experimental Program on the Attitudes and Self-Concept of Graduate Students.

ED 074 935

English: An Outline for the Intending Student.

ED 074 496//

A Field Test of the Effectiveness of One of the Utah State University Protocol Training Materials, In An Inservice Workshop Setting.

ED 075 341

Reports on Some Salient Topics and/or Issues in Educational Psychology, Measurement and Research as Presented by Doctoral Students. A Seminar.

ED 075 470

Student Careers of Graduate Student Women in Sociology at an Elite Department.

ED 074 900

A Study of the Monetary Value of the Master's Degree in Management Issued by the Naval Postgraduate School.

ED 074 976//

Graduate Surveys

A Comparative Analysis of Selected Responses to the Four Year Follow-Up Questionnaires Returned by the Graduates of the Jackson County Adult Evening High School Classes of 1967-68-69.

ED 074 348

Engineering and Technology Graduates 1972.

ED 075 191

A Follow-Up Study of Ph.D. Graduates from The Ohio State University with a Major in Industrial Technology Education.

ED 075 646//

A Four-Year Follow-up Study of the One Hundred Graduates - Class of "69" of the Jackson County Adult Evening High School Completion Program.

ED 074 326

An Historical Analysis of the United States Naval Academy Graduates in the United States Air Force.

ED 074 372//

Grammar

Some Cultural and Grammatical Aspects of Gender in Hindi and Urdu.

ED 074 822

Symposium on the Place of Grammar in Modern Methods of Language Teaching: Report. (Brussels, Belgium, November 16-20, 1970).

ED 074 814

Graphemes

Modes of Transcription in Natural Languages.

ED 074 860

Great Britain

Communications and Energy in Changing Urban Environments. Colston Papers Volume 21.

ED 074 694//

English: An Outline for the Intending Student.

ED 074 496//

Rates of Return on University Education With Economics of Scale.

ED 074 895

Gresham Grade School District 4

The Gresham Grade School District #4 Year-Round Plan. Community-School Planning and Implementation.

ED 074 582

Group Activities

The Effects of Time Limit on Correctness of Decision and Member Satisfaction in Decision-Making Group Discussions.

ED 074 535

224 Subject Index

Group Behavior

- To Drink or Not to Drink An Experimental Analysis of the Effects of Group Decision-Making on Group Drinking by Alcoholics. ED 074 397

Group Counseling

- The Effects of Group Bibliocounseling on Selected Fourth-Grade Students Who Are Underachieving in Reading. ED 074 460//

Group Dynamics

- To Drink or Not to Drink An Experimental Analysis of the Effects of Group Decision-Making on Group Drinking by Alcoholics. ED 074 397
Fluency, Flexibility, and Originality as a Function of Group Size. ED 075 195
Role-Playing Methods in the Classroom. ED 075 276//

Group Experience

- Effects of Two Experiential Approaches on Attitudes Toward Growth Groups. ED 074 428
The Group Experience in Schools. (A Preliminary View for English Teachers). ED 075 344
The Rhetoric of the Women's Liberation Movement: Consciousness-Raising. ED 074 545

Grouping (Instructional Purposes)

- The Effect of Grouping in the Electronics Laboratory on Cognitive and Psychomotor Achievement. ED 075 678//
Learning Styles and Teaching Strategies. ED 075 275

Group Relations

- They Help Each Other Learn: A Group Participation and Leadership Training Manual. ED 074 829

Groups

- Behavior Modification in Group Therapy. ED 074 429
Effects of Two Experiential Approaches on Attitudes Toward Growth Groups. ED 074 428

Guaranteed Income

- Hearings Before the Select Committee on Nutrition and Human Needs of the United States Senate, Ninety-First Congress, Second Session on Nutrition and Human Needs. Part I - Hunger and the Income Gap. Hearings Held Washington, D.C., March 2, 3, 4, and 6, 1970. ED 075 518

Guidance

- Tomorrow Is Today's Dream. ED 075 348

Guidance Counseling

- Performance and Attitude Guidance Selection Model for Vocational Training. Final Report. ED 075 615
A Systems Approach to the Development of Pupil Personnel Services. An Operating Manual. Final Report. ED 074 419

Guidance Functions

- "Agenda for Action": A Report of the Guidance Advisory Council to the Board of Education of the City of New York. ED 074 415

Guidance Programs

- "Agenda for Action": A Report of the Guidance Advisory Council to the Board of Education of the City of New York. ED 074 415
Basic Requirements for an Adequate Pupil Personnel Program. ED 074 574//
Career Development: A California Model for Career Guidance Curriculum K-Adult. California Personnel and Guidance Association Monograph Number 5. ED 075 672//
Performance and Attitude Guidance Selection Model for Vocational Training. Final Report. ED 075 615

Guidance Services

- "Agenda for Action": A Report of the Guidance Advisory Council to the Board of Education of the City of New York. ED 074 415
A Systems Approach to the Development of Pupil Personnel Services. An Operating Manual. Final Report. ED 074 419

Guidelines

- Basic Requirements for an Adequate Pupil Personnel Program. ED 074 574//
French for Travelers--Spanish for Travelers: Nonsequential Semester Courses in the Foreign Language Area. Guidelines and Handbook. ED 074 800
Guidelines for Certification of Media Specialists. Extended Version. ED 074 718
Guidelines for Identifying, Classifying, and Serving the Disadvantaged and Handicapped Under the Vocational Education Amendments of 1968. ED 075 580
How to Pass the Road Rules Test. Revised 1973. ED 074 658
Newspaper Guidelines for High School Journalists. ED 074 517
The Relationship of Curriculum to School District Organization. ED 074 570//
A Search for Quality in Education. ED 074 569//

Guides

- A Bibliographical Guide to Structural Development. ED 074 375
Cable in Mass 2. ED 074 710//
Cable Television: A Guide to Federal Regulations. ED 074 783//
Cable Television: A Handbook for Decision-making. ED 074 778//
Developing Programs for the Rural Handicapped. ED 074 362
Educational Needs -- Some Changing Realities. ED 074 567//
Focusing on Measures of College Environments. ED 075 444
A Guide to the Coordination of Supportive Services for Vocational Education Students. ED 075 575
How to Plan an Inservice Education for (Your) Nursing Home. ED 074 361//
Leading Film Discussions; A Guide to Using Films for Discussion, Training Leaders, Planning Effective Programs. ED 074 771//
Metrication: A Guide for Consumers. ED 075 683//
A Model for Intake Decisions in Child Welfare. ED 075 085
Nature and Purpose of the International Symposium on Life-Long Education (Paris, September 25 - October 2, 1972). ED 074 331
Parent Involvement Staff Handbook: A Manual for Child Development Programs. ED 075 074
A Parents Guide to Outdoor Education (A Project Study-School Day Camping Program for Sixth Grade Boys and Girls). ED 075 140
A Practical Guide To The Open Classroom. ED 074 737//
Small-Studio Video Tape Production. ED 074 704//
Uses of Technology in Community Colleges: A Resource Book for Community College Teachers and Administrators. ED 075 028

Habit Formation

- The Effects of a Learning Program on Work Habit Skills and Attitudes Toward Work. ED 075 682//

Handicapped

- Developing Programs for the Rural Handicapped. ED 074 362
The Development and Application of Intelligence Tests for the Blind: A Research Utilization Conference. Final Report. ED 074 655
Guidelines for Identifying, Classifying, and Serving the Disadvantaged and Handicapped Under the Vocational Education Amendments of 1968. ED 075 580

Handicapped Children

- Aptitude-Treatment Interactions with Handicapped Children: A Focus on the Measurement of the Aptitude Component. ED 075 510
Audiovisual Instruction; A Selective Bibliography. Exceptional Child Bibliography Series No. 653. ED 074 686
Basic Commitments and Responsibilities to Exceptional Children and Policy Statement on Governmental Affairs. ED 074 654
A Child Development, Behavior Modification Research, and Data-Based Model for Training Teachers of Young Handicapped Children. ED 074 690
Comparative Survey of Programs for Exceptional Children. Survey Report 1971-72. ED 074 659
A Comprehensive Plan for Special Education. ED 074 669
Impact 6 of the Title VI Programs in the State of Oregon September, 1971-August, 1972. ED 074 681
Instructional Alternatives for Exceptional Children. ED 074 678
Multiply Handicapped Children: A Bibliography. ED 075 098
Piagetian Theory on Imitative Behavior in Childhood: Direction for Parent-Infant Education. ED 075 091
Programed Instruction; A Selective Bibliography. Exceptional Child Bibliography Series No. 654. ED 074 687
Twenty-fifth Anniversary Annual Meeting, Minutes. May 3, 4, 5, 1972. ED 074 666

Handicrafts

- Foxfire 2: Ghost Stories, Spring Wild Plant Foods, Spinning and Weaving, Midwifery, Burial Customs, Corn Shuckin's, Wagon Making and More Affairs of Plain Living. ED 075 147//

Handwriting

- Mi Libro: Initial Reading in Spanish--Pre-Reading Workbook, Teacher's Edition. ED 074 830

Hard of Hearing

- Hearing and Related Medical Findings Among Children: Race, Area, and Socioeconomic Differentials United States. ED 074 674

Hawaii

- Evaluative Data Pertaining to a Modified Teacher Education Program at the University of Hawaii: A Summary Report. ED 075 353

Hawaiian

- Hawaiian Dictionary: Hawaiian-English, English-Hawaiian. ED 074 841//

Health

- Environmental Attitude and Health Knowledge of Tenth Grade High School Students. ED 075 173//

Health Activities Handbooks

- Strand I: Physical Health. Sensory Perception for Grades K-3. ED 075 435
Strand I: Physical Health. Sensory Perception. Health Curriculum Materials Grades 4, 5, 6. ED 075 436

Health Education

- Abstracts of Research Papers 1970. ED 075 405
 Abstracts of Research Papers 1971. ED 075 404
 Annual Safety Education Review 1971. ED 075 407
 Annual Safety Education Review 1972. ED 075 408
 Completed Research in Health, Physical Education, and Recreation Including International Sources, Vol. 14, 1972 Edition. ED 075 402
 Completed Research in Health, Physical Education, and Recreation Including International Sources, Vol. 13, 1971 Edition. ED 075 403
 Drugs and the Coach. ED 075 400
 Learning Laboratories for Unemployed, Out-of-School Youth. Health Education - Part 1. ED 074 350
 Nutrition for Athletes. A Handbook for Coaches. ED 075 401
 Special Action Office for Drug Abuse Prevention. Answers the Most Frequently Asked Questions About Drug Abuse. ED 075 187
 Strand I: Physical Health. Sensory Perception for Grades K-3. ED 075 435
 Strand I: Physical Health. Sensory Perception. Health Curriculum Materials Grades 4, 5, 6. ED 075 436
 Strand I: Physical Health. Sensory Perception. Health Curriculum Materials Grades 7, 8, 9. ED 075 437

Health Needs

- Hearings Before the Select Committee on Nutrition and Human Needs of the United States Senate, Ninety-First Congress, Second Session on Nutrition and Human Needs, Part 1 - Hunger and the Income Gap. Hearings Held Washington, D.C., March 2, 3, 4, and 6, 1970. ED 075 518
 High School Health Fairs. Manual for Conducting Medical Examinations for Students in a Large Urban High School. ED 075 544

Health Occupations

- Federal Health Manpower Programs, 1970--Part I. Final Report. ED 075 582//
 Life Long Self Directed Education. ED 074 346
 Manpower Implications of New Legislation and New Federal Programs: Utilizing Persons with Engineering Backgrounds in the Health-Related Industries. ED 075 594//

Health Occupations Education

- Continuing Education in the Health Professions. A Review of the Literature: 1960-1970. ED 074 367
 The Curriculum in Quantitative Methods: A Task Force Report. ED 074 978
 Evaluative Report on Phase II of the Secondary Schools Project for an Introduction to the Allied Health Professions. ED 075 665
 Nursing Home Trainer Program Information Service. A Selected Bibliography. ED 074 360//
 Regents External Degree Associate in Applied Science in Nursing. ED 074 938

Health Personnel

- Allied Health Manpower in Ohio: Employment Trends and Prospects. ED 075 644

Health Programs

- [A Description of Project F. O. O. D.--Focus on Optimal Development of Children, Durham, North Carolina.] ED 075 540
 High School Health Fairs. Manual for Conducting Medical Examinations for Students in a Large Urban High School. ED 075 544

Hearing Loss

- Characteristics of Hearing Impaired Students by Hearing Status. United States: 1970-71.

Heating

- Thermal Environments. Educational Facilities Review Series Number 17. ED 074 587

Helping Relationship

- An Examination of Social Worker-Client Relationship Effectiveness. ED 074 414
 When Humanitarianism Is Not Humane: Helping--the Recipient's View. ED 074 386

High Achievers

- Notes on a National Survey of College-Bound Seniors in 1972. ED 074 910

Higher Education

- The Air Force Advanced Education System. ED 074 977//
 Ambiguities in Race Relations: Blacks and Whites in Higher Education. ED 074 924
 Analysis of a Cohort Prediction Model with Applications to Student Enrollment Forecasting. ED 074 966//
 An Analysis of the Satisfactions with College Experienced by Special Project Students, Primarily Inner-City and Negro, at a Non-Metropolitan University as Measured by the College Student Questionnaire. ED 075 006//
 Annual Report of the Coordinating Board, Texas College and University System, 1972. ED 074 934
 Annual Report of the South Carolina Commission on Higher Education. ED 074 947
 Asian Institute of Technology. ED 074 965//
 [A Survey of the Current Status and Plans of Colleges Traditionally for Women Only.] ED 074 912
 Basic Student Charges 1968-69. ED 074 988
 Beliefs of Women Faculty About Discrimination. ED 075 005
 Black Arts in Today's Curriculum. ED 074 951
 Bond Management - Higher Education. ED 074 954
 A Brief History of Texas A & I University at Laredo (First "Upper-Level" College in Texas). ED 074 892
 Career Orientation of University and High School Women. ED 074 950
 The Catholic University in the Modern World. ED 074 907
 The Church, the College, and the State--Changing Patterns of Relationship. ED 074 921
 Collective Bargaining and University Governance. ED 074 928
 Collective Bargaining in Higher Education: Contract Content - 1972. ED 074 923
 Collective Bargaining; Professional Negotiations. ED 074 906
 College Faculty View Themselves and Their Jobs. ED 074 960
 The Colleges and the Courts - A Peacetime Perspective. ED 074 927
 Columbia University Affirmative Action Program (Condensed Version). ED 074 897
 Coming of Middle Age in Higher Education. ED 074 914
 The Commission on Academic Tenure in Higher Education: A Preview of the Report. ED 074 930
 A Comparison of New Cadets at USMA with Entering Freshmen at Other Colleges Class of 1974. ED 074 967//
 Consortia: A Challenge to Institutional Autonomy. ED 074 932

- Cost Finding Principles and Procedures. Preliminary Field Review Edition. Technical Report 26. ED 074 883

- Curricular Approaches to African and Afro-American Studies. ED 074 952

- The Curriculum in Quantitative Methods: A Task Force Report. ED 074 978

- Demographic and Social Accounting: A Follow-Up on the Withdrawals from Quebec Colleges. ED 074 889

- A Determination of the Benefits Derived by the Air Force from Providing Air Force Officers in the Logistics Field with Graduate Degrees in the Business Area from Civilian Graduate Institutions. ED 074 972//

- Development and Experiment in College Teaching. ED 074 922

- The Development of Three Applied Research Training Programs. ED 074 984

- Distribution of Enrollment Among Constituent Units. A Discussion Paper for the Master Plan for Higher Education in Connecticut. ED 074 941

- Distribution of Physical Facilities Among Institutions of Higher Education Grouped by Level, Control, and Enrollment Size Fall 1968. ED 074 990

- Earned Degrees Conferred: 1969-70 Summary Data. ED 074 986

- The Education Professions 1971-72. Part I - The Need for Teachers in Our Schools and Colleges. ED 075 388

- The Effect of College Proximity on Rates of College Attendance. ED 074 888

- The Effects of an Open Experimental Program on the Attitudes and Self-Concept of Graduate Students. ED 074 935

- The Effects of Faculty Collective Bargaining on Higher Education. ED 074 918

- Equality of Opportunity in Higher Education - The Impact of Contract Compliance and the Equal Rights Amendment. ED 074 920

- An Equilibrium Flow Model of a University Campus. ED 074 969//

- Evaluation Report: The City University of New York College Adapter Program. ED 074 970//

- The Evergreen State College Bulletin 1973-74. ED 074 949

- Excerpts from the Findings and Recommendations of Eight Resource Groups. A Report to the Management/Policy Group of the Commission for Higher Education. ED 074 905

- Faculty Bargaining: A Conceptual Discussion. Final Report. ED 074 993

- Faculty Retirement Systems. ED 074 908

- Federal Funds for Research Development and Other Scientific Activities. Fiscal Years 1971, 1972, and 1973. Vol. 21. ED 074 962

- Fifty-One Percent Minority. Connecticut Conference on the Status of Women. ED 074 958

- Financial Statistics of Institutions of Higher Education. Commentary on Endowment, 1965-66 and 1966-67. ED 074 989

- Financial Statistics of Institutions of Higher Education: Student Financial Aid, 1966-67. ED 074 991

- Financing Current Operations of American Higher Education. ED 074 917

- Financing Students in Higher Education: Educational, Social and Economic Implications of Alternative Methods of Finance. ED 074 884

- Fiscal Support and Resource Allocation. A Discussion Paper for the Master Plan for Higher Education in Connecticut.

- A Forecast of Changes in Postsecondary Education. ED 074 902
- The General Public Views the University: A Report of Community Interviews. ED 074 919
- Goals for the System of Higher Education: Role and Scope of Constituent Units; Number and Location of Institutional Units. ED 075 003
- The Higher Education Act of 1965 (P.L. 89-329) as Amended Title VI, Part-A, Improvement of Undergraduate Instruction. ED 074 915
- Higher Education Guidelines for Executive Order 11246. ED 074 936
- Higher Education in the States. Vol. 3, No. 3. ED 074 893
- Higher Education Salaries 1967-68. ED 074 961
- Higher Education: The Law and Campus Issues. ED 074 985
- On the Improvement of Instruction in Higher Education: A Bibliography. ED 074 929
- Improvement of Opportunity: Alternative Approaches for the Delivery of Higher Education Services. ED 074 898
- Improvement of Opportunity in Higher Education: Alternative Modes for Earning Undergraduate Degrees and College Credit. ED 074 940
- Individualized Education: Reading Courses at New College - 1971-72. ED 074 939
- The Influence of Appointment, Promotion, and Retirement Policies on Faculty Rank Distributions. ED 074 926
- Institute for Training Minority Group Research and Evaluation Specialists II. ED 074 982
- Instructional Costs of University Outposts. ED 074 983
- Instructional Program Budgeting in Higher Education. ED 074 968//
- The Interaction of Individuals in the College Setting with Their Environments. ED 074 981
- Introduction to the Resource Requirements Prediction Model I.6. ED 074 971//
- Inventory of Physical Facilities in Institutions of Higher Education Fall 1969. ED 074 999
- Medical Education for Tennessee. A Report of the Tennessee Higher Education Commission. ED 075 001
- Microbiology in Scotland and Northern England. ED 074 955
- The National Educational Establishment: Its Impact on Federal Programs and Institutional Policies. ED 074 975//
- New England Regional Student Program Evaluation 1957-1972. ED 074 931
- Notes on a National Survey of College-Bound Seniors in 1972. ED 074 916
- Nothing But Praise: Thoughts on the Ties Between Higher Education and the Federal Government. ED 074 910
- An Open University for the Midlands: Why and For Whom? ED 074 963
- Pan-Africanist Approach to Modern Language Study. ED 074 896
- Personality Changes Associated With a College Education. ED 074 957
- Planning for Educational Decision-Making in the 70's. University of New Hampshire Summer Research Training Institute. Final Report and Supplementary Appendix D. ED 074 987
- Programs Distribution, Revision, and Termination. A Discussion Paper for the Master Plan for Higher Education in Connecticut. ED 075 002
- Prologue to the Women Studies Program, University of Pittsburgh. ED 074 890
- Rates of Return on University Education With Economies of Scale. ED 074 895
- Reinforcement Trends for State Planning and Systems. ED 074 933
- Reform of Medical Education. The Role of Research in Medical Education. ED 074 974//
- Regents External Degree Associate in Applied Science in Nursing. ED 074 938
- The Regents of The University of Michigan and the Legislature of the State, 1920-1950. ED 074 948
- Report of the Task Force on the Status of Women at the University of California, Davis. ED 074 979
- Report of the Task Force to Explore Feasibility of a Three-Year Baccalaureate Program. Established March 1, 1972. ED 074 944
- Report on the Status of Women Faculty at Boston State College. ED 074 995
- Resource Requirements Prediction Model I.6 Reports. ED 075 000
- Responding to Change: Recommended State Policy for Meeting Minnesota's Present and Future Needs for Post-Secondary Education. ED 074 945
- Roger Williams College University Without Walls Urban Studies Center. ED 074 899
- Senior Survey 71. Part II: Experiences at SUNY/B. ED 074 925
- Small College Management: Key to Survival. Research Currents. ED 074 980
- The Social-Action Role of the University: San Juan, Puerto Rico. A Study of the Torrecilla Baja (Pinones) Community. Final Report. ED 074 992
- Some Characteristics of High School Seniors who Sent CEEB-Test Scores to Selected Groups of Colleges During 1971-72. ED 074 909
- Some Problems in the Planning of Higher Education in the USSR. ED 074 885
- Special Needs of Minorities in Higher Education and Methods of Meeting Needs. A Discussion Paper for the Master Plan for Higher Education in Connecticut. ED 074 903
- The Status of Faculty Women: A Method for Documentation and Correction of Salary and Rank Inequities Due to Sex. ED 074 906
- The Status of Faculty Women at Indiana State University. A Survey. ED 074 994
- The Status of Professional Women at the University of Wisconsin: Proposals for Change. ED 075 004
- Student Careers of Graduate Student Women in Sociology at an Elite Department. ED 074 900
- Student Choice: A Theoretical Analysis of Higher Education With Some Empirical Evidence Considered. ED 074 973//
- Student Financing of Higher Education in Washington: An Analysis of the Resources Used by Students in Paying for Their College Educations. ED 074 887
- The Student Role in Governance. ED 074 946
- A Study of Income and Expenditures in Sixty Colleges -- Year 1953-1954. ED 074 956
- Study of Telecommunications Programs in Selected Universities in the United States. ED 074 726
- A Study of the Monetary Value of the Master's Degree in Management Issued by the Naval Postgraduate School. ED 074 976//
- Summary of Proceedings of the Annual Meeting of the Association of Urban Universities (57th, Chicago, Illinois, November 7-8, 1971). Forty-Eighth Report. ED 074 891
- Survey of Minority Participation on Michigan Newspapers and in Michigan Schools of Journalism. Research Report No. 8. ED 075 107
- Technological Education. ED 074 911
- [The Effects of Changes in the Aptitude Level of Entering Students on Attrition and Grading Standards.] ED 074 913
- Towards An Interdisciplinary Core Curriculum in Afro-American Studies. ED 074 953
- Transfer of Students Between Institutions and Programs. A Discussion Paper for the Master Plan for Higher Education in Connecticut. ED 074 904
- Undergraduates' Expectations and Perceptions of a College Environment. ED 074 937
- Undergraduate Social Work Education for Practice: A Report on Curriculum Content and Issues. ED 074 894
- Utilization of Existing Facilities Needs for New Facilities. A Discussion Paper for the Master Plan for Higher Education in Connecticut. ED 074 942
- What Is, Or Should Be, The AGB? A Report from the Membership. ED 074 964
- Who's Reading What in Higher Education. Research Currents. ED 074 998
- Women's Caucus of the College Art Association Survey of the Status of Women in 164 Art Departments in Accredited Institutions of Higher Education. ED 074 901
- The Women's Movement and Its Impact on Higher Education. ED 074 886
- Women's Studies: Courses and Programs for Higher Education. ED 074 997
- High Interest Low Vocabulary Books**
High Interest-Easy Reading for Junior and Senior High School Reluctant Readers. ED 074 524
- High School Curriculum**
Credit and the Consumer: One of a Series for Expanded Program in Consumer Education. ED 075 559
A Nongraded Phase Elective Senior High English Curriculum. ED 074 512
A Survey of the Teaching of History and Social Studies in Secondary Schools. ED 075 277
- High School Geography Project**
Sources of Information and Materials: Maps and Aerial Photographs. A Reference Book. ED 075 266
- High School Graduates**
Mexican American Youth and Vocational Education in Texas: Summary and Recommendations. INSTbbb02780 ED 075 117
- High Schools**
"Agenda for Action": A Report of the Guidance Advisory Council to the Board of Education of the City of New York. ED 074 415
Philadelphia's Parkway Program: An Evaluation. ED 075 534
- High School Students**
Birth Control, Family Configuration and Verbal Achievement. ED 074 426
Correlates of the Perception of Occupational Prestige. ED 074 411
Educational and Occupational Aspirations and Expectations of El Paso High School Students. ED 075 156
High Interest-Easy Reading for Junior and Senior High School Reluctant Readers. ED 074 524
The Influence of Sex of Student and Sex of Teacher on Students' Achievement and Evaluation of the Teacher. ED 074 410

- Missouri Youth Speak Out: Results of the 1972 Statewide Essay Contest Sponsored and Conducted by the Foreign Language Association of Missouri. ED 074 854
- Newspaper Guidelines for High School Journalists. ED 074 517
- Use of Spanish and Aspirations for Social Mobility Among Chicanos: A Synthesis and Evaluation of Texas and Colorado Findings. ED 075 128
- Hindi**
Some Cultural and Grammatical Aspects of Gender in Hindi and Urdu. ED 074 822
- Historical Reviews**
American Teacher Training: A Past and Present Perspective. ED 075 352
[A Survey of the Current Status and Plans of Colleges Traditionally for Women Only.] ED 074 912
- History**
A Survey of the Teaching of History and Social Studies in Secondary Schools. ED 075 277
- Hofstra University**
Individualized Education: Reading Courses at New College - 1971-72. ED 074 926
- Home Economics**
A Resource Bulletin for Home Economics. Grade 9. ED 075 443
- Home Economics Education**
A Resource Bulletin for Home Economics. Grade 9. ED 075 443
Tennessee's Extension Food and Nutrition Education Program. ED 075 427
- Home Economics Skills**
A Resource Bulletin for Home Economics. Grade 9. ED 075 443
- Home Instruction**
Preschool Learning Activities for the Visually Impaired Child, A Guide for Parents. ED 074 677
- Homemaking Education**
Reflections of the Community: The Community Aide and Consumer and Homemaking Education. ED 075 607
- Home Programs**
Service to Children in Their Own Homes: Its Nature and Outcome. ED 075 070
- Homework**
Final Report of High School Homework Helper Program. Summer 1972. ED 075 549
- Housing**
Latino and Anglo in Holland, Michigan. A Comparison of Their Economic, Housing and Educational Characteristics Based on Data from the 1970 U.S. Census. ED 075 146
- Housing Discrimination**
Understanding Fair Housing. ED 075 565
- Housing Opportunities**
Enforcing Equality in Housing and Employment Through State Civil Rights Laws. The Administrative Process Project (1969-1972). ED 075 674//
Segregation in Residential Areas: Papers on Racial and Socioeconomic Factors in Choice of Housing. ED 075 547//
Understanding Fair Housing. ED 075 565
- Human Development**
State Department Report: Wilde Lake High School. ED 075 269
- Human Dignity**
Ethical Issues in the Use of Humans for Research. ED 075 466//
Ethical Principles in the Conduct of Research with Human Participants. ED 075 467//
Invitational Conference on Measurement in Education; Proceedings (of the) Eleventh Southeastern Conference (December 8-9, 1972). Session II. ED 075 464
Part One of a General Institutional Assurance. ED 075 468//
- Humanism**
Humanistic Education Through Community Development. ED 074 422
- Humanities**
Humanities, Religion, and the Arts Tomorrow. ED 074 492//
- Humanization**
Humanistic Worldmindedness and Peace Proposal Preferences in Pacifist, ROTC, and Random Student Samples. ED 075 282
- Human Relations**
Experience Oriented Teacher Education Program. ED 075 412
- Human Relations Programs**
Counselor Education: A Program in Functional Humanism. ED 075 422
- Human Services**
The Guide for In-Service Training for Developing Services for Older Persons. A Report of the APWA - California Project. ED 074 374
- Humor**
An Annotated Bibliography of Empirical Studies of Laughter-Provoking Stimuli as Communication. ED 074 533
Can Humor Increase Persuasion, Or Is It All a Joke? ED 074 553
What's Wrong with Humor Research? ED 074 532
- Hunger**
Hearings Before the Select Committee on Nutrition and Human Needs of the United States Senate, Ninety-First Congress, Second Session on Nutrition and Human Needs. Part I - Hunger and the Income Gap. Hearings Held Washington, D.C., March 2, 3, 4, and 6, 1970. ED 075 518
- Hygiene**
Answers to Health Questions in Physical Education. ED 075 434
Toilet Training the Retarded Child. ED 074 660
- Identification**
Emphasis: Identification. ED 075 101
Guidelines for Identifying, Classifying, and Serving the Disadvantaged and Handicapped Under the Vocational Education Amendments of 1968. ED 075 580
- Identification (Psychological)**
Two Scales for the Measurement of Mexican-American Identity. ED 075 152
- Illiterate Adults**
Characteristics of Illiterate Adults at St. Teresa's Voluntary Improvement Program and Their Implications for Training Volunteer Tutors. ED 074 363
- Illumination Levels**
Variables Influencing The Perception of Flicker In Wide Angle CRT Displays. ED 074 755
- Imitation**
The Effect of Instructions, Discrimination Difficulty, and Methods of Assessment on Generalized Imitation. ED 075 076
Laboratory Studies of Imitation and Language Acquisition: Is there an Interface with the Normal Environment? ED 075 081
Piagetian Theory on Imitative Behavior in Childhood: Direction for Parent-Infant Education. ED 075 091
- Immigrants**
Learning English as a Second Language: A Summary of Research Department Studies. ED 074 793
- Impressionistic Criticism**
Henry James on the Art of Acting. ED 074 534
- Incentive Grants**
Reforming the Title I Distribution Formula. ED 074 603
- Incentive Systems**
The Effect of Incentives on Reading Readiness Skills. Final Report. ED 075 093
The Effect of Reimbursement of Out-of-Pocket Expenses on Low Income Volunteer Leadership Participation. ED 074 378
Field Experiments of Family Planning Incentives. ED 074 317
- Incidental Learning**
Incidental and Relevant Learning with Instructional Objectives. ED 074 732
- Income**
Expenditures and Revenues for Public Elementary and Secondary Education, 1970-71. ED 074 614
Financing Current Operations of American Higher Education. ED 074 917
"Inequality" by Christopher Jencks: Four Critical Reactions. IRCD Bulletin, Volume 9, Number 1, January 1973. ED 075 563
Professional Income of Engineers 1972. ED 075 192//
Student Financing of Higher Education in Washington: An Analysis of the Resources Used by Students in Paying for Their College Educations. ED 074 887
Studies in Public Welfare. Paper No. 1; Public Income Transfer Programs: The Incidence of Multiple Benefits and the Issues Raised by Their Receipt. ED 075 562
- Independent Study**
Individualized Education: Reading Courses at New College - 1971-72. ED 074 926
Self-Paced Physics, Course Materials. ED 075 236
Self-Paced Physics, Instructor Manual. ED 075 237
They Help Each Other Learn: A Group Participation and Leadership Training Manual. ED 074 829
- Indexes (Locaters)**
Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 6, No. 1. ED 075 568
Abstracts of Research Materials in Vocational and Technical Education (ARM), Volume 6, Number 1. ED 075 569
- Indexing**
Machine-Aided Indexing. ED 075 038//
- India**
Indian Educational Material. Annotated Quarterly Bibliography. Volume 6, Number 4, (Period Covered October-December 1971). ED 075 287

Individual Characteristics

Comparative Studies of Blacks and Whites in the United States. Quantitative Studies in Social Relations Series.

ED 075 532//

A Comparison of Selected Personal and Educational Characteristics of Electronics Technicians and of Students in Electronics Technology Programs in Wisconsin.

ED 075 679//

Personality Characteristics and Performance on Computer Assisted Instruction and Programmed Text.

ED 074 750

Training Impact of National Institutes of Health Research Grants. Part I: Hypotheses of Interest Concerning Individuals. Final Report.

ED 075 586//

Individual Development

The Effects of School Achievement on the Affective Traits of the Learner.

ED 074 401

A Search for Quality in Education.

ED 074 569//

Individual Differences

Individual Differences in Learning and Retention. Final Report.

ED 074 485

Response Latency as a Correlate of Individual Differences in Retention.

ED 074 745

Individual Instruction

Differentiated Staffing and Non-Teamed Organizational Structures as They Affect Elementary School Teacher-Pupil Interaction.

ED 075 090

Individualized Curriculum

Changes in Self-Esteem as a Result of an Individualized Curriculum. Preliminary Report.

ED 074 711

Individualized Instruction

Changes in Self-Esteem as a Result of an Individualized Curriculum. Preliminary Report.

ED 074 711

Elementary Mathematics: A Handbook for Teachers.

ED 075 234

A Feasibility Study: Remediation By Computer Within A Computer-Managed Instruction Course In Junior High School Mathematics.

ED 074 734

Humanizing English: Do Not Fold, Spindle or Multilate. Classroom Practices in Teaching English 1970-1971.

ED 074 521

Individualization of Instruction: The American Indian Student. Education Monograph No. 7.

ED 075 116

Individualized Instruction at Levels I and II.

ED 074 825

Instructional Television; Bold New Venture.

ED 074 705//

Prescriptive Profile Procedure for Children With Learning Disabilities.

ED 074 673

Seeking a Pace to Perfection: The Attempt to Individualize Instruction in Elementary German at Lafayette College, Easton, Pa.

ED 074 815

Individualized Reading

Using Children's Literature in the Reading Program.

ED 074 474

Individual Power

Monologue to Dialogue: An Exploration of Interpersonal Communication.

ED 074 547//

Individual Study

Life Long Self Directed Education.

ED 074 346

Prediction of Procrastination in a Self-Pacing Instructional System.

ED 075 501

Industrial Arts

A Junior High School Industrial Technology Demonstration Program The World of Construction, 1969-1970. Final Report.

ED 075 661

The Role of Industrial Arts in Career Education.

ED 075 650

The Role of the Industrial Arts Department Chairman in Missouri Public High Schools.

ED 075 681//

Industrial Arts Teachers

Effectiveness of Existing Eye Safety Legislation in Arizona.

ED 075 632//

Industrial Education

The Role of the Industrial Arts Department Chairman in Missouri Public High Schools.

ED 075 681//

Industrialization

Impact on Development of Rural Employment and Labour Problems. Seminar Group 5.

ED 074 321

Industrial Technology

A Follow-Up Study of Ph.D. Graduates from The Ohio State University with a Major in Industrial Technology Education.

ED 075 646//

The Identification and Comparison of the Tasks for the Occupational Role of Industrial Production Technologist.

ED 075 636

Industrial Training

Fulfilling the Potential of NYC-2. Linking the Neighborhood Youth Corps and MA-JOBS Program into a Sequential Training-Employment Model.

ED 075 659//

Innovations in Apprenticeship: The Feasibility of Establishing Demonstration Centers for Apprenticeship and Other Industrial Training. Final Report.

ED 075 596//

Industry

Alternate Jobs for Aerospace Workers. Examples of Employment Opportunities in Private Industry.

ED 075 645

Modern Trends in Persuasion in Business and Industry.

ED 074 564

Infant Behavior

Piaget's Stage IV Object Concept Error: Evidence of Forgetting or Object Concept?

ED 075 083

Infants

Assessing Teacher Behaviors with Infants in Day Care.

ED 075 505

Piagetian Theory on Imitative Behavior in Childhood: Direction for Parent-Infant Education.

ED 075 091

Informal Reading Inventory

Reading Difficulties: Diagnosis, Correction, and Remediation.

ED 074 445

Information Centers

DARE: Unesco Computerized Data Retrieval System for Documentation in the Social and Human Sciences (Including an Analysis of the Present System).

ED 074 744//

An Information Service for State Administrators of Vocational Rehabilitation. Final Report.

ED 075 584//

National Inventory of Library Statistics Practices. Volume I, Data Collection on the National, State, and Local Levels.

ED 075 032

Information Dissemination

Agricultural Market News Programming of Wisconsin Radio and Television Stations.

ED 074 357

Dissemination as a Process Component with Implications for Organizing a State Agency Dissemination Unit.

ED 074 584

Effect of Information on Students' Perceptions of Counseling and Their Willingness to Seek Help.

ED 074 396

An Information Service for State Administrators of Vocational Rehabilitation. Final Report.

ED 075 584//

Informing the Public About Alternative Options for Financing the Public Schools. Final Progress Report.

Paying for Our Schools: Is There a Better Way? Basic Document.

ED 074 639

Paying for Our Schools: Is There a Better Way? Group I.

ED 074 640

Paying for Our Schools: Is There a Better Way? Group II.

ED 074 641

Paying for Our Schools: Is There a Better Way? Group III.

ED 074 642

The Practice of Mass Communication: Some Lessons from Research.

ED 074 746

A Primer on Dissemination.

ED 074 644

Procedures for the Preparation of Descriptions on Assessment of Exemplary Programs. Final Report.

ED 075 541

Region II National Dissemination Conference (Knoxville, Tenn., October 10-11, 1972).

ED 075 577

The Role of Film in Development.

ED 074 751

A Study of the Utilization and Dissemination of Materials Produced by the Curriculum Coordinating Unit and Research Coordinating Unit as Perceived by the Secondary and Post Secondary Vocational Personnel in the Vocational Complexes of Mississippi.

ED 075 619

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 1. Final Report.

ED 075 330

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 2. Special Investigation 1. Knowledge Utilization in a Democratic Society: Education Through Commercial Television. Final Report.

ED 075 331

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 3. Final Reports of Pilot Studies. Final Report.

ED 075 332

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 4. Research Memoranda. Final Report.

ED 075 333

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 5. Research Memoranda. Final Report.

ED 075 334

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 6. Research Memoranda. Final Report.

ED 075 335

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 8. Research Memoranda. Final Report.

ED 075 337

Information Needs

Region II National Dissemination Conference (Knoxville, Tenn., October 10-11, 1972).

ED 075 577

Responsive Evaluation.

ED 075 487

Information Processing

Machine-Aided Indexing.

ED 075 038//

QUEST: A Conversational Access to Computerized Searches of the ERIC System.

ED 074 758

Information Retrieval

DARE: Unesco Computerized Data Retrieval System for Documentation in the Social and Human Sciences (Including an Analysis of the Present System).

ED 074 744//

GANDALF: A General Alpha-Numeric Direct Access Library Facility.

ED 074 759

A Hierarchic System for Information Usage.

ED 074 557

'PROBE' Computer Search of the ERICtapes.

ED 075 050

Proposals for a Dynamic Library. Technical Report.

ED 075 040//

QUEST: A Conversational Access to Computerized Searches of the ERIC System.

ED 074 758

User Documentation; WISE-ONE.

Information Science

On Access to Knowledge in the Social Sciences and Humanities, From the Viewpoint of Cybernetics and Information Science.

ED 074 716

Bibliography of Basic Textbooks on Information Science.

ED 075 046

DARE: Unesco Computerized Data Retrieval System for Documentation in the Social and Human Sciences (Including an Analysis of the Present System).

ED 075 051

Impact of Cybernetics on Information Science, and Vice Versa.

ED 074 744//

Problems of Information Science; Collection of Papers.

ED 075 047

ED 075 030

Information Science Education

Bibliography of Basic Textbooks on Information Science.

ED 075 051

Information Seeking

Selections from the Fifth and Sixth National Colloquia on Oral History.

ED 074 544//

Information Services

Dissemination as a Process Component with Implications for Organizing a State Agency Dissemination Unit.

ED 074 584

The Future of the NLM (National Library of Medicine) Documents Section.

ED 075 041//

An Information Service for State Administrators of Vocational Rehabilitation. Final Report.

ED 075 584//

The National Union Catalog, Reference and Related Services.

ED 075 036

Proceedings of Military Librarians' Workshop (16th, October 2-4, 1972) Technology Transfer.

ED 075 035

Information Sources

The Communication Environment of the Urban Poor.

ED 075 553

An Initial Investigation into the Nature and Use of Support Services and Resources for Instruction in the Public Schools.

ED 074 768

Opinion Leaders in the Organizational Structure of Two State Divisions of Vocational and Technical Education. Final Report.

ED 075 573

Information Storage

A Hierarchic System for Information Usage.

ED 074 557

The National Union Catalog, Reference and Related Services.

ED 075 036

Proposals for a Dynamic Library. Technical Report.

ED 075 040//

Information Systems

CEIS Overview.

ED 075 048

GANDALF: A General Alpha-Numeric Direct Access Library Facility.

ED 074 759

A Hierarchic System for Information Usage.

ED 074 557

Information Feedback Systems (IFS) and Educational Goals.

ED 075 463//

'PROBE' Computer Search of the ERICtapes.

ED 075 050

Problems of Information Science; Collection of Papers.

ED 075 030

The Program Data Analysis Plan for Colorado Special Education.

ED 074 649

Program Description and Process Guide for the Program Data Analysis Plan for Colorado Special Education.

ED 074 648

QUEST: A Conversational Access to Computerized Searches of the ERIC System.

ED 074 758

Region II National Dissemination Conference (Knoxville, Tenn., October 10-11, 1972).

ED 075 577

Survey of Transportation Libraries in the United States and Canada.

ED 075 039//

User Documentation; WISE-ONE.

ED 074 716

Information Theory

Attention as a Variable in Communication Research--The Status Quo.

ED 074 531

Dimensions of a Substantive Rhetoric.

ED 074 539

Modern Trends in Persuasion in Business and Industry.

ED 074 564

Monologue to Dialogue: An Exploration of Interpersonal Communication.

ED 074 547//

Persuasion and the Mass Communication Process.

ED 074 563//

Recasting Communication Theory and Research: A Cybernetic Approach.

ED 074 536

A Test of Hypotheses Derived from Osborn, Piaget and Osgood, Concerning the Metaphor.

ED 074 561

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 4. Research Memoranda. Final Report.

ED 075 333

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 5. Research Memoranda. Final Report.

ED 075 334

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 6. Research Memoranda. Final Report.

ED 075 335

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 8. Research Memoranda. Final Report.

ED 075 337

Information Transfer

On Access to Knowledge in the Social Sciences and Humanities, From the Viewpoint of Cybernetics and Information Science.

ED 075 046

Impact of Cybernetics on Information Science, and Vice Versa.

ED 075 047

Information Utilization

A Hierarchic System for Information Usage.

ED 074 557

'PROBE' Computer Search of the ERICtapes.

ED 075 050

A Study of the Utilization and Dissemination of Materials Produced by the Curriculum Coordinating Unit and Research Coordinating Unit as Perceived by the Secondary and Post Secondary Vocational Personnel in the Vocational Complexes of Mississippi.

ED 075 619

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 1. Final Report.

ED 075 330

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 2. Special Investigation 1. Knowledge Utilization in a Democratic Society: Education Through Commercial Television. Final Report.

ED 075 331

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 3. Final Reports of Pilot Studies. Final Report.

ED 075 332

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 4. Research Memoranda. Final Report.

ED 075 333

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 5. Research Memoranda. Final Report.

ED 075 334

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 6. Research Memoranda. Final Report.

ED 075 335

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 7. Research Memoranda. Final Report.

ED 075 336

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 8. Research Memoranda. Final Report.

ED 075 337

Inner City

Fred A. Toomer Elementary School. Research and Development Report, Volume 6, Number 6.

ED 075 519

Innovation

Instructional Alternatives for Exceptional Children.

ED 074 678

Not All Little Wagons Are Red; the Exceptional Child's Early Years.

ED 074 676

Input Output Devices

General Systems Theory Provides a Conceptual Scheme for the Classification of Variables in Future Research Designs.

ED 075 021

Inquiry Training

An Analysis of Inquiry in the Social Studies.

ED 075 292

The Beginning Teacher Can Foster Critical Thinking.

ED 075 390

Can a Teacher Have Flexible-Modular Scheduling Within a Traditionally Organized School?

ED 075 393

The Development of Divergent Thinking as a Function of Inquiry Training.

ED 075 168//

The Effects of an Inquiry-Oriented Curriculum in Science on a Child's Achievement in Selected Academic Areas.

ED 075 171//

Inservice Education

The Guide for In-Service Training for Developing Services for Older Persons. A Report of the APWA - California Project.

ED 074 374

How to Plan an Inservice Education for (Your) Nursing Home.

ED 074 361//

Inservice Education: Consultation and Related Services for Nursing Home Personnel. Final Report.

ED 074 359//

Perceived Training Needs of Urban 4-H Agents Working with Disadvantaged Audiences.

ED 074 385

Physicians-in-Residence: A Demonstration Project in Continuing Education.

ED 075 604

Standards for Personnel Training in Mental Retardation and Related Developmental Handicaps.

ED 074 662

Inservice Programs

The Development of a Leadership Training Process for Principals. Final Report.

ED 074 615

Inservice Teacher Education

Behavior Modification for Teachers.

ED 075 373

Case Study. Operation: Cooperation Ashland College - Ashland City Schools.

ED 075 415

Concepts of Teacher Centers.

ED 075 375

Evaluation of ESEA Title I Programs for the District of Columbia, 1970-71. Final Report.

ED 075 529

Evaluation of the Effects of the Eager to Learn Teacher Inservice Television Series.

ED 074 757

Evaluative Data Pertaining to a Modified Teacher Education Program at the University of Hawaii: A Summary Report.

ED 075 353

Partners in the Education of Teachers: A Cooperative Program Between a College, a Small Rural School, and a Rural Community.

ED 075 424

A Personal-Professional Development Program for Prospective Classroom Specialists in Teacher Education.

ED 075 427

Prescriptive Profile Procedure for Children With Learning Disabilities.

ED 074 673

- Project WE 1972-73: A Social System Approach to Training Leaders for Urban Schools. ED 075 418
Staff Development Through the Teacher Education Center Concept. ED 075 391
TURN ABOUT: A Competency-Based Teacher Education Program. ED 075 431
[Values: Freedom to Learn]. ED 075 419
- Institutes (Training Programs)**
Institute for Training Minority Group Research and Evaluation Specialists II. ED 074 983
National Education Task Force De La Raza. Annual Report, 1971. ED 075 145
Training State and Local Instructors in the Use of National Highway Traffic Safety Administration Curriculum Package: Driver License Examiner. Final Report. ED 075 588//
- Institutional Administration**
Consortia: A Challenge to Institutional Autonomy. ED 074 932
- Institutional Role**
A Brief History of Texas A & I University at Laredo (First "Upper-Level" College in Texas). ED 074 892
Effectiveness of Science Tasks and Plans for Siberian Scholars. ED 075 176//
- Instruction**
Advance Organizers and Objectives in Teaching Mathematics. ED 075 193
Comparison of Two Instructional Strategies for Teaching the Solution to Verbal Problems. Final Report. ED 075 260
The Construction and Evaluation of Two Methods of Listening Skills Instruction and Their Effect on Listening Comprehension of Children in Grade 1. ED 074 486//
Elementary Mathematics: A Handbook for Teachers. ED 075 234
Inducing Stage III Seriation Capabilities in Kindergarten Children Through Cue Fading and Reinforcement. ED 075 180//
An Introduction to Flow Proof. A Manual for Teachers. ED 075 229
Math Matters. ED 075 233//
Outdoor Versus Indoor Learning in Elementary School Science. ED 075 167//
Positive Versus Positive and Negative Instances and the Acquisition of the Conjunctive Concepts of Distributivity and Homomorphism. ED 075 194
Programmed Math Continuum, Level One, Algebra, Volume 1. ED 075 202
Programmed Math Continuum, Level One, Algebra, Volume 2. ED 075 203
Programmed Math Continuum, Level One, Algebra, Volume 3. ED 075 204
Programmed Math Continuum, Level One, Algebra, Volume 4. ED 075 205
Programmed Math Continuum, Level One, Algebra, Volume 5. ED 075 206
Programmed Math Continuum, Level One, Algebra, Volume 6. ED 075 207
Programmed Math Continuum, Level One, Algebra, Volume 7. ED 075 208
Programmed Math Continuum, Level One, Algebra, Volume 8. ED 075 209
Programmed Math Continuum, Level One, Algebra, Volume 9. ED 075 210
Programmed Math Continuum, Level One, Algebra, Volume 10. ED 075 211
Programmed Math Continuum, Level One, Algebra, Volume 11. ED 075 212
Programmed Math Continuum, Level One, Algebra, Volume 12. ED 075 213
Programmed Math Continuum, Level One, Algebra, Volume 13. ED 075 214
Programmed Math Continuum, Level One, Algebra, Volume 14. ED 075 215
Programmed Math Continuum, Level One, Algebra, Volume 15. ED 075 216
Relationships Between Cognitive Style and Instructional Treatment Among Prospective Elementary School Teachers. ED 075 196
A Study of the Relationship of Teacher Sex to Fifth Grade Boys' Sex Role Preference, General Self Concept, and Scholastic Achievement in Science and Mathematics. ED 075 185//
The Teaching of Developmental Mathematics in Community Colleges. ED 075 197
- Instructional Aids**
The Audio-Tape Collection: A Library Manual on Sources, Processing, and Organization. ED 075 057
A Basic Audio-Tape Collection: Lecture Programs for the Academic Library. ED 075 056
K-14 Career Education Multi-Media Catalogue. ED 075 639
Programa De Educacion Interamericana. ED 075 440
Resources For Learning: A Core Media Collection for Elementary Schools. ED 074 727//
Self-Paced Physics [Talking Book Cassette Tapes]. ED 075 253//
Strand I: Physical Health. Sensory Perception. Health Curriculum Materials Grades 7, 8, 9. ED 075 437
A Teachers' Guide for the Outdoor School Program. ED 075 120
- Instructional Design**
Educational Projects for a Digital Logic Laboratory. ED 074 696//
The Effects of Empirical Program Revision and the Presentation of Objectives on Student Performance. ED 074 712
Establishing Criteria in Programmed Learning. ED 074 748//
Instructional Programming Guide For Computer Assisted Instruction. Technical Report. ED 074 697//
The MODIA Questionnaire for Curriculum Analysis. ED 074 738
An Overview of MODIA: A Method of Designing Instructional Alternatives for Air Force Training. ED 074 739
- Instructional Films**
Evaluation Report of the 1970-72 Protocol Materials Unit. ED 075 374
The State of the Art Films in Instruction, 1972: A Second Look. ED 074 753
- Instructional Improvement**
Oklahoma in the World: Guide to the Improvement of the Teaching of Modern Foreign Languages. ED 074 843
- Instructional Innovation**
The MODIA Questionnaire for Curriculum Analysis. ED 074 738
An Overview of MODIA: A Method of Designing Instructional Alternatives for Air Force Training. ED 074 739
- Uses of Technology in Community Colleges: A Resource Book for Community College Teachers and Administrators. ED 075 028
- Instructional Materials**
Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 6, No. 1. ED 075 568
Annotated Bibliography on Perceptual-Motor Development. ED 075 399
Aspects of Transfer that Relate to the Development and Design of Instructional Materials. ED 075 045//
The Audio-Tape Collection: A Library Manual on Sources, Processing, and Organization. ED 075 057
A Basic Audio-Tape Collection: Lecture Programs for the Academic Library. ED 075 056
A Catalog of Protocol Materials in Teacher Education. 1972 Revision. ED 075 349
Coding Instructions, Worksheets, and Key punch Sheets for M.E.T.R.O.-APEX Simulation. ED 075 261
A Collection of Resources for the Environmentally Concerned Educator. ED 075 190
A Comparison of the Project LIFE Vocabulary with a Functional Basic Word List for Special Pupils. ED 074 653
Contemporary Cambodian: Introduction. ED 074 819
A Course in Spoken English for Navajos: Second Year Program. Language Laboratory No. II. ED 074 802
A Course in Spoken English for Navajos: First Year Program. Language Laboratory No. I. ED 074 803
Credit and the Consumer: One of a Series for Expanded Program in Consumer Education. ED 075 559
Curriculum Materials 1973. ED 075 356
Development and Pilot Test of a Career-Oriented, Peer-Instructional Model in the Office Cluster of Business Occupations. Final Report. ED 075 603
The Development of Protocol Materials. Acquiring Teacher Competencies: Reports and Studies. ED 075 350
Enrichment Material for First and Second Year Language Laboratory Program for "A Course in Spoken English for Navajos." ED 074 804
Experiment in International Living (EIL) Latin-American Spanish Volume II: An Audio-Lingual Course with Correlated Tapes. ED 074 790
French for Travelers--Spanish for Travelers: Nonsequential Semester Courses in the Foreign Language Area. Guidelines and Handbook. ED 074 800
German Basic Course, Units 13-24. ED 074 818
A Guide for the Teacher of the Trainable Mentally Handicapped. ED 074 667
I: An Introduction to Protocol and Training Materials. II: The Portrayal of Concepts: An Issue in the Development of Protocol Materials. ED 075 351
Intermediate Vietnamese, Volume I. ED 074 867//
Intermediate Vietnamese, Volume II. ED 074 866//
An Investigation of Teacher Expectancies of Instructional Materials. Research Report #2. ED 075 345
L'Humanite n'en Sortira pas...Vivante (Humanity Will Not Get Out Alive). French Ecology Packet: Resource Materials and Readings for French Classes at Advanced Levels. ED 074 849
Manual for Reading Japanese. ED 074 842//
Math Matters. ED 075 233//

- Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 6, Number 2. ED 075 668
- Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 6, Number 3. ED 075 685
- A Project to Develop Pre-Vocational Literacy Materials for Spanish-Speaking Students. Final Report. ED 074 824
- Reader Development Program: Annotated Bibliography. Supplement Two. ED 074 318
- Recipes for Teaching Foreign Languages in Oklahoma. ED 074 844
- Search and Assessment of Commercial Career Education Materials. ED 075 657
- Self-Paced Physics, Documentation Report, Test Item Bank 5.3. ED 075 258
- Self-Paced Physics, Instructor Manual. ED 075 237
- Self-Paced Physics, Segment 18. ED 075 242
- Self-Paced Physics, Segment 41A-41E. ED 075 248
- Self-Paced Physics, Segments 15-17. ED 075 241
- Self-Paced Physics, Segments 19-23. ED 075 243
- Self-Paced Physics, Segments 24-27. ED 075 244
- Self-Paced Physics, Segments 28-31. ED 075 245
- Self-Paced Physics, Segments 32-36. ED 075 246
- Self-Paced Physics, Segments 37-40. ED 075 247
- Sind Sie fit (Are You in Shape)? Calisthenics in German. ED 074 848
- Supplement to Abstracts of Instructional Materials for Career Education. ED 075 576
- Traveling in France. ED 074 838
- Tune In, Drug Abuse News for Broadcasters About Broadcasting. ED 075 188
- University of South Florida Field Test of the Michigan State University Protocol Materials on Learning. Final Report. ED 075 379
- Instructional Media**
- Audiovision for Information and Entertainment. Television, New Broadcasting Techniques and Cultural Development. ED 074 775
- A Cooperative Parent-Teacher Model Using the Project LIFE Instructional System. ED 074 651
- Educational Media and Copyright; A Position Paper for Educational Media Association of Canada. ED 074 756
- Instructional Television in the Educational Reform of El Salvador. Information Bulletin Number Three. ED 074 763
- Landing Rightside Up In TV and Film. ED 074 731//
- Project LIFE, Visual-Perceptual Training. ED 074 652
- Simulation in the Classroom. ED 074 725//
- Theoretical Framework: Some Basic Issues Related to Methods and Media Selection. ED 074 741
- Instructional Program Divisions**
- Committee on Research and Development in Modern Languages: First Report. ED 074 791//
- Learning English as a Second Language: A Summary of Research Department Studies. ED 074 793
- Instructional Programs**
- A Counseling Approach to Improvement of Reading. ED 074 402
- Office of Education Instructional Codes, Titles and Definitions for Use in Distributive Education. ED 075 629
- Instructional Staff**
- Questions for Resolution in Career Education. ED 075 627
- Instructional Systems**
- Computer Managed Instruction: Toward Individualized Learning. ED 074 537
- The Instructional Development Factory. ED 074 749
- The MODIA Questionnaire for Curriculum Analysis. ED 074 738
- An Overview of MODIA: A Method of Designing Instructional Alternatives for Air Force Training. ED 074 739
- Teacher Education through Minicourse 18: Teaching Reading as Decoding. ED 074 719
- Instructional Technology**
- A Current View of the Future of Theory and Research in Educational Communication. ED 074 754
- Educational Media and Copyright; A Position Paper for Educational Media Association of Canada. ED 074 756
- The Effects of Empirical Program Revision and the Presentation of Objectives on Student Performance. ED 074 712
- Instructional Television**
- A Comparison of the Effects of Textual and Televised Modes of Instruction in Teacher Education. ED 074 773
- Educational Reform and Instructional Television in El Salvador: Costs, Benefits, and Payoffs. ED 074 714
- Evaluation of the Effects of the Eager to Learn Teacher Inservice Television Series. ED 074 757
- The Instructional Development Factory. ED 074 749
- Instructional Television; Bold New Venture. ED 074 705//
- Instructional Television in the Educational Reform of El Salvador. Information Bulletin Number Three. ED 074 763
- Materiales en Marcha para el Esfuerzo Bilingüe-Bicultural (Materials on the March for the Promotion of Bilingualism/Biculturalism). November, 1972. ED 074 851
- Instructor Coordinators**
- A Manual for Coordinators of Cooperative Education. ED 075 684
- Insurance Companies**
- Analysis of Skills Needed by Graduates of Associate Degree Insurance Major. Final Report. ED 075 616
- Insurance Occupations**
- Analysis of Skills Needed by Graduates of Associate Degree Insurance Major. Final Report. ED 075 616
- Integrated Activities**
- A Description of Charles Dickens Annex, 1971-72. ED 074 610
- Integrated Curriculum**
- The All Volunteer Navy and The Schools: Recommendations for Integration of Navy Careers into Career Education. Final Report. ED 075 602
- The Relative Effectiveness of Two Different Mathematics and Science Programs Used With Disadvantaged and Non-Disadvantaged First Grade Children. ED 075 175//
- The Role of Industrial Arts in Career Education. ED 075 650
- Integration Effects**
- Busing: A Review of "the Evidence." ED 075 535
- The Double Double Standard: A Reply. ED 075 536
- Integration Methods**
- Busing: A Review of "the Evidence." ED 075 535
- The Busing Game. Working Paper Series, W2-30. ED 075 538
- Desegregation: How Schools are Meeting Historic Challenge. Current Trends in School Policies and Programs Series, Number 3. ED 075 537
- The Double Double Standard: A Reply. ED 075 536
- Integration Studies**
- Title IV and School Desegregation: A Study of a Neglected Federal Program. ED 075 520
- Intellectual Development**
- Parents' Ability to Attend to Children: Predictors of Intelligence. ED 075 067
- Intelligence Level**
- Non-Cognitive Development of Mentally Retarded Children. ED 075 452//
- Intelligence Quotient**
- Parents' Ability to Attend to Children: Predictors of Intelligence. ED 075 067
- Intelligence Tests**
- The Degree and Nature of the Relations Between Traditional Psychometric and Piagetian Developmental Measures of Mental Development. ED 075 485
- The Development and Application of Intelligence Tests for the Blind: A Research Utilization Conference. Final Report. ED 074 655
- Segregation--Alias: "Special Education." ED 075 471//
- Intensive Language Courses**
- Contemporary Cambodian: Introduction. ED 074 819
- German Basic Course, Units 13-24. ED 074 818
- Interaction**
- Communication/Speech. ED 074 538//
- The Synergistic Evaluation Model. ED 075 503
- Interaction Process Analysis**
- An Analysis of Status Mobility Patterns among Middle-Class Mexican Americans in Texas. Anglo Interaction Index. Report Six. ED 075 153
- To Drink or Not to Drink An Experimental Analysis of the Effects of Group Decision-Making on Group Drinking by Alcoholics. ED 074 397
- An Exploratory Investigation of Micro-Teaching as a Pre-Service Technique and Its Evaluation, Using the Flanders System of Interaction Analysis. ED 075 169//
- "Hey You": A Study of the Social-Psychological Implications of Form of Address. ED 074 405
- Methods for Introducing Analysis of Conflict Theory. ED 074 542
- Teacher Verbal Behavior and Classroom Social Structure. ED 075 389
- Two Scales for the Measurement of Mexican-American Identity. ED 075 152
- Interagency Cooperation**
- Conflict and the Collaborative Process: Antecedents and Consequences of Two Inter-Agency Programs. ED 074 622
- Intercultural Programs**
- Intercultural Studies Information Service. Volume 1, Number 2. ED 075 299
- International/Intercultural Education Reports. ED 075 338

Interdisciplinary Approach

[A Description of Project F. O. O. D.—Focus on Optimal Development of Children, Durham, North Carolina.]

ED 075 540
The Core Experience: A Quantitative and Qualitative Analysis.

ED 075 025
Education and the Environment. Report of a Multi-state Conference, November 8-10, 1971, Annapolis, Maryland.

ED 075 314
An Evaluation of an Interdisciplinary Program in an Elementary Teacher-Education Curriculum.

ED 075 115
Excellence in Teacher Education Entry. College of Mount St. Joseph Inter-Disciplinary Approach to Teacher Preparation.

ED 075 411
Humanities, Religion, and the Arts Tomorrow. ED 074 492//

ED 074 435
Must Johnny Read?
Towards An Interdisciplinary Core Curriculum in Afro-American Studies.

ED 074 953

Interference (Language Learning)

Common Errors in Language Learning: Insights from English.

ED 074 801//

Intergroup Relations

The American Italians: Their History and Culture. Minorities in American Life Series.

ED 075 567//

Interinstitutional Cooperation

The Catholic University in the Modern World.

ED 074 907

Consortia: A Challenge to Institutional Autonomy.

ED 074 932

The National Educational Establishment: Its Impact on Federal Programs and Institutional Policies.

ED 074 931

New England Regional Student Program Evaluation 1957-1972.

ED 074 916

Interlibrary Loans

The Future of the NLM (National Library of Medicine) Documents Section.

ED 075 041//

Intermediate Administrative Units

The Emerging Regional Educational Service Agency: The Newest Member of the Restructured State School System.

ED 074 578//

Emerging Urban Problems and Their Significance for School District Organization in the Great Plains States.

ED 074 579//

Five Tough Questions.

ED 074 581//

Intermode Differences

Media Presentation and Concept Representation Variables in Independent Learning. Final Report.

ED 074 764

International Education

Asian Institute of Technology.

ED 074 965//

Bureau for International Language Coordination (BILC) Bulletin No. 1.

ED 074 807

Bureau for International Language Coordination (BILC) Bulletin No. 3.

ED 074 808

Bureau for International Language Coordination (BILC) Bulletin No. 4.

ED 074 809

Bureau for International Language Coordination (BILC) Bulletin No. 5.

ED 074 810

Bureau for International Language Coordination (BILC) Bulletin No. 2.

ED 074 811

Educating for International Understanding: A Role for Community Colleges.

ED 075 015

Intercultural Studies Information Service. Volume 1, Number 2.

ED 075 299

International/Intercultural Education Reports.

ED 075 338
Man to Mankind: The International Dimension of Teacher Education.

ED 075 447//
Microbiology in Scotland and Northern England.

ED 074 975//
Rates of Return on University Education With Economies of Scale.

ED 074 895
The Rationale for Canadian Studies in Schools of the United States.

ED 075 268
Report of a Three-Week Study Tour of the Federal Republic of Germany and Its Educational System.

ED 074 850
"Revolution" and "Intervention." A Bibliography for Classroom Use.

ED 075 289
Selected War/Peace Curriculum Units Available for High School Level Teaching. Developmental Draft.

ED 075 267
The Social-Action Role of the University: San Juan, Puerto Rico. A Study of the Torrecilla Baja (Pinones) Community. Final Report.

ED 074 992
Some Problems in the Planning of Higher Education in the USSR.

ED 074 885
War. Peace. Film Guide.

ED 075 310
A World Curriculum for United States Schools. ED 075 284

International Programs

Information Memorandum on the Organisation's Activities in Education, 1971-1972.

ED 074 760

Training for Agriculture: Annual Review of Selected Developments.

ED 075 670

Interpersonal Competence

Elements of Interpersonal Communication.

ED 074 555//

Interpersonal Competence: A Paradigm for Planned Change in Undergraduate Communication Instruction.

ED 074 540

Monologue to Dialogue: An Exploration of Interpersonal Communication.

ED 074 547//

A Study of the Impact of Laboratory Training upon Concepts of Leadership and Communication.

ED 074 559

Interpersonal Relationship

Communication/Speech.

ED 074 538//

A Comparison of Human Relations Problem Diagnostic Tendencies of Elementary and Secondary Teachers.

ED 075 439

Elements of Interpersonal Communication.

ED 074 555//

Environmental Relationships in Business. Instructor's Guide for an Adult Course.

ED 074 351

The Influence of Interpersonal Skill Training on the Social Climate of Elementary School Classrooms.

ED 075 386

Interpersonal Competence: A Paradigm for Planned Change in Undergraduate Communication Instruction.

ED 074 540

Monologue to Dialogue: An Exploration of Interpersonal Communication.

ED 074 547//

Interpretive Reading

Onomatopoeia, Gesture, and Synaesthesia in the Perception of Poetic Meaning.

ED 074 552

Interstate Programs

Obstacles to Interstate Adoption.

ED 075 084

SLICE Office Quarterly Report for the Period January 1, 1973 to March 31, 1973.

ED 075 034

Intervention

Aligning Components of Intelligence and Learning Performance: A Proposed Rationale for Educational Intervention.

ED 074 403

Behavior Modification in Group Therapy.

ED 074 429

Do Preschoolers Learning to Sort Prefer the Help of Vygotsky or Piaget?

ED 075 094

Not All Little Wagons Are Red; the Exceptional Child's Early Years.

ED 074 676

Piagetian Theory on Imitative Behavior in Childhood: Direction for Parent-Infant Education.

ED 075 091

Interviews

A Model for Intake Decisions in Child Welfare.

ED 075 085

Investigations

Advertising and the Public Interest. A Staff Report to the Federal Trade Commission.

ED 074 777

Israel

Die Gesamtschule als Erziehungsprinzip der Kibbuzgemeinschaft (The Comprehensive School as the Educational Principle of the Kibbutz).

ED 074 798

Israel Education Abstracts. A Selected Bibliography of Current and Past Literature on Materials on the Philosophy, Policy, and Practice of Education in Israel. Volume 7, 1972 (Special Enlarged Edition) on Advantaging the Disadvantaged in Israeli Education.

ED 075 521

Italian Americans

The American Italians: Their History and Culture. Minorities in American Life Series.

ED 075 567//

Item Analysis

The Effect of Selected Poor Item-Writing Practices on Test Difficulty, Reliability and Validity: A Replication.

ED 075 498

Item Study Summary Report Sequential Tests of Educational Progress (STEP); Reading, Mathematics and Writing for Grades 4, 6, 8, 10 and 12 by State and District School Year 1970-1971. Research Report No. 77.

ED 074 441

The Nature of Objectivity with the Rasch Model.

ED 075 484

Item Sampling

Confidence Interval Estimation of KR sub 20--Some Monte Carlo Results.

ED 075 513

A Note on Allocating Items to Subtests in Multiple Matrix Sampling and Approximating Standard Errors of Estimate with the Jackknife.

ED 075 502

James (Henry)

Henry James on the Art of Acting.

ED 074 534

Japan

Towards the Construction of Life-Long Education System.

ED 074 337

Japanese

Manual for Reading Japanese.

ED 074 842//

The Te-ni-wo-ha: An Etymological Study.

ED 074 806

Job Analysis

The Identification and Comparison of the Tasks for the Occupational Role of Industrial Production Technologist.

ED 075 636

Methodologies for Determining Reading Requirements of Military Occupational Specialties.

ED 074 343

Job Corps

Evaluation of the Effectiveness of Pre- and Post-Enrollment Services to Job Corps Enrollees. Final Report.

ED 075 593//

Job Development

Impact on Development of Rural Employment and Labour Problems. Seminar Group 5.

ED 074 321

- Rural Development: 1971--A Year of Listening and Watching the Development of the Growing Consensus that Something Must be Done for the People of the American Countryside. ED 075 112
- Job Market**
Occupational Needs Survey for the Okaloosa-Walton Junior College District Conducted During July and August, 1971. ED 075 500
- Job Placement**
Employer Services Activities and Manpower Policy. Interim Report. ED 075 589//
Engineering and Technology Graduates 1972. ED 075 191
Fulfilling the Potential of NYC-2: Using Government Agencies for Training the Disadvantaged for Employment in Public and Private Sectors: II. The Consortium Model. ED 075 638//
Status Report of 1970-71 WMU Graduates Certified for Business Education Teaching. ED 075 354
Vocational-Technical Education and School District Organization. ED 074 573//
- Job Satisfaction**
Dissonance Reduction Through Shifting Occupational Involvement. ED 074 413
Reported Job Interest and Perceived Utilization of Talents and Training by Airmen in 97 Career Ladders. ED 075 634
Work Activities and Attitudes of Scientists and Research Managers: Data from a National Survey. R and D Studies Series. ED 075 583//
Workers' Bureaucratic Predispositions and Job Requirements. ED 075 677
- Job Skills**
Identification of Common Content in Courses Offered by Various Vocational Services at the Secondary Level. Final Report. ED 075 622
- Job Training**
Evaluation Results for the Los Angeles Women's Job Corps Center. ED 075 524
Fulfilling the Potential of NYC-2: Using Government Agencies for Training the Disadvantaged for Employment in Public and Private Sectors: II. The Consortium Model. ED 075 638//
Job Training: The WIN Program for Welfare Mothers. ED 074 319
Problems in the Application of Behavior Modification Principles for Teaching Job-Required Behaviors to Disadvantaged Manpower Trainees. Special Report. ED 075 656//
Strengthening Manpower Programs for Spanish-Speaking Americans. Report of the Department of Labor Study Group on Manpower Needs of Spanish-Speaking Americans. ED 075 626
- John Adams High School**
John Adams High School First Year Report, 1969-1970. ED 075 265
- Journalism**
Evaluative Criteria for High School Textbooks in Journalism and Mass Media. ED 074 516
Newspaper Guidelines for High School Journalists. ED 074 517
Survey of Minority Participation on Michigan Newspapers and in Michigan Schools of Journalism. Research Report No. 8. ED 075 107
- Junior Colleges**
The Instructional Development Factory. ED 074 749
A Profile of Instructors of Sociology in Junior Colleges of the South. ED 075 023
- Junior College Students**
Achievement by Junior College Transfer, Four-Year College Transfer, and Native Juniors as Measured by the CLEP General Examinations. ED 075 017
Reverse Transfers: Students who Transfer from Four-Year Colleges to Two-Year Colleges. ED 075 018
- Junior High Schools**
The English Language Arts and Basic Skills Program of the Bellevue Public Schools. Junior High Level. ED 074 488
- Junior High School Students**
Children's Books 1972: A List of Books for Preschool Through Junior High School Age. ED 075 064
The Construction and Evaluation of a Test of Critical Thinking Ability, Grades 7-8. ED 075 181//
Content Analysis Schedule for Bilingual Education Programs: Pomona Bilingual Leadership Program. ED 074 877
Content Analysis Schedule for Bilingual Education Programs: Del Valle Bilingual Education Program. ED 074 880
Content Analysis Schedule for Bilingual Education Programs: Bilingual Education in a Consortium. ED 074 881
Content Analysis Schedule for Bilingual Education Programs: Adaptations of Bilingual Education. ED 074 882
Social Sciences: Curriculum Guide for Teaching Gifted Students Social Sciences in Grades Seven Through Nine. ED 074 679
Strand I: Physical Health. Sensory Perception. Health Curriculum Materials Grades 7, 8, 9. ED 075 437
- Kansas**
Annual Evaluation of Vocational Education in Kansas, 1971-1972. ED 075 675
- Kansas Reflection Impulsivity Scale for Preschool**
Attention & Cognitive Style, FY 1972. ED 075 087
- Kentucky**
Establishment of a Comprehensive Data System for Occupational Training in Kentucky--Phase I, Final Report. ED 075 647
- Kindergarten**
A Description of Charles Dickens Annex, 1971-72. ED 074 610
- Kindergarten Children**
An Experiment in Teaching Reading to Bilingual Kindergarten Children. Research and Development Memorandum No. 102. ED 074 465
Title VI-G, ESEA, Proposal for a Modified Primary Program for Children with Learning Disabilities. (Abstract and Narrative Sections). ED 075 100
- Knowledge Level**
Environmental Attitude and Health Knowledge of Tenth Grade High School Students. ED 075 173//
- Laboratory Procedures**
A Guide to Field Mathematics. ED 075 232
- Laboratory Safety**
Effectiveness of Existing Eye Safety Legislation in Arizona. ED 075 632//
- Laboratory Schools**
TURN ABOUT: A Competency-Based Teacher Education Program. ED 075 431
- Laboratory Training**
A Field Test of the Effectiveness of One of the Utah State University Protocol Training Materials, In An Inservice Workshop Setting. ED 075 348
- A Study of the Impact of Laboratory Training upon Concepts of Leadership and Communication. ED 075 341
ED 074 559
- Labor Conditions**
The Health-Impaired Miner Under the Black Lung Legislation. Revised. ED 074 380
- Labor Demands**
Collective Negotiations and Teachers' Salaries: A Survey of the Evidence. ED 075 360
- Labor Economics**
Occupational Education as a Source of Economic Growth. ED 074 369//
- Labor Force**
Manpower Planning for Jobs in Rural America. Proceedings of a Conference (Michigan State University, December 14-15, 1972). ED 075 155
- Labor Force Nonparticipants**
Manpower Implications of New Legislation and New Federal Programs: Utilizing Persons with Engineering Backgrounds in the Health-Related Industries. ED 075 594//
- Labor Market**
Low-Income Labor Markets and Urban Manpower Programs: A Critical Assessment. ED 075 676
Unemployment in the Urban Core: An Analysis of Thirty Cities with Policy Recommendations. Praeger Special Studies in U.S. Economic, Social, and Political Issues. ED 075 608//
- Labor Problems**
Direct and Contract Hiring of Seasonal Farm Labor. ED 075 635
Impact on Development of Rural Employment and Labour Problems. Seminar Group 5. ED 074 321
- Land Settlement**
Occupied America. The Chicano's Struggle Toward Liberation. ED 075 113//
- Land Use**
Site Selection. Educational Facilities Review Series Number 18. ED 074 609
- Language and Area Centers**
A Study of Language and Area Programs. Final Report. ED 074 865
- Language Arts**
Communication Department Courses of Study: Non-Graded Mini Courses, Grades 10, 11, 12. ED 074 550
Dramatism and Development. ED 074 497//
The English Language Arts and Basic Skills Program of the Bellevue Public Schools. Elementary Level. ED 074 487
The English Language Arts and Basic Skills Program of the Bellevue Public Schools. Junior High Level. ED 074 488
The English Language Arts and Basic Skills Program of the Bellevue Public Schools. Senior High Level. ED 074 489
English Language Arts: Language Section K-12, Experimental Edition. ED 074 515
Humanizing English: Do Not Fold, Spindle or Multilate. Classroom Practices in Teaching English 1970-1971. ED 074 521
Language Arts: A Curriculum Guide, Levels: Kindergarten through Twelve. ED 074 509
Storyteller. ED 074 510//
Tomorrow Is Today's Dream. ED 075 348

Language Development

Co-lingualism, Anthropological Linguistics and Compensatory Education. ED 074 832

Early Australian Pronunciation. ED 074 834

Laboratory Studies of Imitation and Language Acquisition: Is there an Interface with the Normal Environment? ED 075 081

Reading Goals for the Disadvantaged. ED 074 483

Research Report on Some Effects of an Experimental Language Development Program on the Performance of Aboriginal Children in Their First Year at School. ED 074 857

Screening and Assessment of Young Children. ED 075 066

The Te-ni-wo-ha: An Etymological Study. ED 074 806

Towards a Typology of Ludlings, or Play-Languages. ED 074 837

Language Enrollment

The Language Laboratory: Hardware for Hard Times. ED 074 816

Language Handicaps

Screening and Assessment of Young Children. ED 075 066

Language Instruction

Addresses of Embassies, Consulates, and Educational and Information Offices of Interest to Foreign Language Teachers. ED 074 853

Bureau for International Language Coordination (BILC) Bulletin No. 1. ED 074 807

Bureau for International Language Coordination (BILC) Bulletin No. 3. ED 074 808

Bureau for International Language Coordination (BILC) Bulletin No. 4. ED 074 809

Bureau for International Language Coordination (BILC) Bulletin No. 5. ED 074 810

Bureau for International Language Coordination (BILC) Bulletin No. 2. ED 074 811

Changing Patterns in Foreign Language Programs: Report of the Illinois Conference on Foreign Languages in Junior and Community Colleges, 1972. ED 074 813//

Co-lingualism, Anthropological Linguistics and Compensatory Education. ED 074 832

Committee on Research and Development in Modern Languages: First Report. ED 074 791//

Computer-Based Analytic Grading for German Grammar Instruction. Psychology and Education Series. Technical Report Number 199. ED 074 787

Conference on Post 'A'-Level German Language Teaching: Report of Proceedings (Hull, England, September 13-15, 1971). ED 074 805

A Course in Spoken English for Navajos: Second Year Program. Language Laboratory No. II. ED 074 802

A Course in Spoken English for Navajos: First Year Program. Language Laboratory No. I. ED 074 803

France in America. ED 074 840

French for Travelers--Spanish for Travelers: Nonsequential Semester Courses in the Foreign Language Area. Guidelines and Handbook. ED 074 800

German Basic Course, Units 13-24. ED 074 818

An Imaginary Trip to Spain. ED 074 839

Individualized Instruction at Levels I and II. ED 074 825

Intermediate Cambodian Reader. ED 074 858//

Intermediate Vietnamese, Volume I. ED 074 867//

Intermediate Vietnamese, Volume II. ED 074 866//

International Congress of Applied Linguistics: Congress Abstracts (3rd, Copenhagen, August 21-26, 1972). ED 074 796

The Language Laboratory: Hardware for Hard Times. ED 074 816

Oklahoma in the World: Guide to the Improvement of the Teaching of Modern Foreign Languages. ED 074 843

Recipes for Teaching Foreign Languages in Oklahoma. ED 074 844

Report of a Three-Week Study Tour of the Federal Republic of Germany and Its Educational System. ED 074 850

Research Report on Some Effects of an Experimental Language Development Program on the Performance of Aboriginal Children in Their First Year at School. ED 074 857

Seeking a Pace to Perfection: The Attempt to Individualize Instruction in Elementary German at Lafayette College, Easton, Pa. ED 074 815

A Study of Language and Area Programs. Final Report. ED 074 865

Symposium on the Place of Grammar in Modern Methods of Language Teaching: Report. (Brussels, Belgium, November 16-20, 1970). ED 074 814

The Teaching of German Literature in Translation. ED 074 821

Language Laboratories

Enrichment Material for First and Second Year Language Laboratory Program for "A Course in Spoken English for Navajos." ED 074 804

Language Laboratory Use

A Course in Spoken English for Navajos: Second Year Program. Language Laboratory No. II. ED 074 802

A Course in Spoken English for Navajos: First Year Program. Language Laboratory No. I. ED 074 803

The Language Laboratory: Hardware for Hard Times. ED 074 816

Language Patterns

The Language of the Disadvantaged Child: A Deficient Language? ED 075 097

The Research Methods of the Arkansas Language Survey. ED 074 823

The Te-ni-wo-ha: An Etymological Study. ED 074 806

Use of Spanish and Aspirations for Social Mobility Among Chicanos: A Synthesis and Evaluation of Texas and Colorado Findings. ED 075 128

Language Proficiency

English Language Proficiency and Academic Achievement among Students of English as a Second Language at the College Level. ED 074 812

A Handbook on the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students: Their Nature, Uses and Limitations. ED 074 855

Language and Aggression: An Exploratory Study Amongst Black and Puerto Rican Youth. ED 074 502

The Language of the Disadvantaged Child: A Deficient Language? ED 075 097

A Test of Proficiency in Black Standard and Nonstandard Speech. Research and Development Memorandum #101. ED 075 497

Language Programs

Enrichment Material for First and Second Year Language Laboratory Program for "A Course in Spoken English for Navajos." ED 074 804

Missouri Youth Speak Out: Results of the 1972 Statewide Essay Contest Sponsored and Con-

ducted by the Foreign Language Association of Missouri. ED 074 854

Language Research

Salvage Work in Australian Aboriginal Languages. ED 074 836

A Survey of Verb Forms in the Eastern United States. ED 074 797//

A Test of Hypotheses Derived from Osborn, Piaget and Osgood, Concerning the Metaphor. ED 074 561

Towards a Typology of Ludlings, or Play-Languages. ED 074 837

Language Skills

English Language Arts: Language Section K-12, Experimental Edition. ED 074 515

Language Tests

A Handbook on the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students: Their Nature, Uses and Limitations. ED 074 855

Language Typology

Towards a Typology of Ludlings, or Play-Languages. ED 074 837

Language Usage

Communication Correlates of Commitment. ED 074 554

The Language of the Disadvantaged Child: A Deficient Language? ED 075 097

Some Cultural and Grammatical Aspects of Gender in Hindi and Urdu. ED 074 822

Use of Spanish and Aspirations for Social Mobility Among Chicanos: A Synthesis and Evaluation of Texas and Colorado Findings. ED 075 128

Latin America

Secondary Education, Social Structure and Development in Latin America. ED 075 278

Latin American Culture

Hacia la Nueva Reforma (Toward the New Reform). ED 074 792

Law Enforcement

Enforcing Equality in Housing and Employment Through State Civil Rights Laws. The Administrative Process Project (1969-1972). ED 075 674//

Laws

Civil Defense, U. S. A.: A Programmed Orientation to Civil Defense. Unit 5. Governmental Responsibilities for Civil Defense. ED 074 315

Leaders Guides

The Development of a Leadership Training Process for Principals. Final Report. ED 074 615

Leadership

Opinion Leaders in the Organizational Structure of Two State Divisions of Vocational and Technical Education. Final Report. ED 075 573

Leadership Qualities

[Iowa Studies in Rhetoric.] ED 074 530

Perceived Problems of Leader, Non-Leader and Deviant Adolescents. ED 074 395

The Prediction of AWOL, Military Skills, and Leadership Potential. ED 074 342

Leadership Styles

Management Styles. Educational Management Review Series Number 17. ED 074 607

Leadership Training

A Comparative Study of the Philadelphia Leadership Program at the Pennsylvania State University. ED 075 526

- A Determination of the Benefits Derived by the Air Force from Providing Air Force Officers in the Logistics Field with Graduate Degrees in the Business Area from Civilian Graduate Institutions. ED 074 972//
- The Development of a Leadership Training Process for Principals. Final Report. ED 074 615
- Four-H Leadership Training Needs of Tennessee Agents, 1970. ED 074 316
- Leadership, Education and Agricultural Development Programs in Colombia. ED 074 310
- Leading Film Discussions; A Guide to Using Films for Discussion, Training Leaders, Planning Effective Programs. ED 074 771//
- A Study of the Impact of Laboratory Training upon Concepts of Leadership and Communication. ED 074 559
- Training for New Trends in Clubs and Centers for Older Persons. ED 074 344
- Training State and Local Instructors in the Use of National Highway Traffic Safety Administration Curriculum Package: Driver License Examiner. Final Report. ED 075 588//
- Learning**
- Advance Organizers and Objectives in Teaching Mathematics. ED 075 193
- Aligning Components of Intelligence and Learning Performance: A Proposed Rationale for Educational Intervention. ED 074 403
- Feedback in Group Instruction. ED 075 044//
- Mathematical Models of Elementary Mathematics Learning and Performance. Final Report. ED 075 264
- Response Factors and Selective Attention in Learning From Instructional Materials: an Annotated Bibliography. ED 075 043//
- Learning Activities**
- Activities for Map and Compass Study, Grade Level 4-6. Environmental Education Series, Bulletin No. 247-I. ED 075 224
- Activities for Studying Megalopolis, Grade Level 4-8. Environmental Education Series, Bulletin No. 247-H. ED 075 223
- Activities for Studying Ponds (Limnology), Grade Level 5-6. Environmental Education Series, Bulletin No. 247-D. ED 075 220
- Activities for Studying Rocks and Soil, Grade Level 4-6. Environmental Education Series, Bulletin No. 247-E. ED 075 221
- Activities for Studying Seasonal Change, Grade Level K-1. Environmental Education Series, Bulletin No. 247-F. ED 075 222
- Activities for Studying Streams, Grade Level 5-6. Environmental Education Series, Bulletin No. 247-A. ED 075 217
- Activities for Studying Weather, Grade Level 4-6. Environmental Education Series, Bulletin No. 247-C. ED 075 219
- Activities for Studying Wildlife, Grade Level 4-6. Environmental Education Series, Bulletin No. 247-B. ED 075 218
- Learning Laboratories for Unemployed, Out-of-School Youth. Occupational Orientation. ED 074 349
- Learning Laboratories for Unemployed, Out-of-School Youth. Health Education - Part 1. ED 074 350
- Learning, Organization, and the Integration of Written Prose. ED 074 498
- Outdoor Art Activities, Grade Level K-12. Environmental Education Series, Bulletin No. 247-K. ED 075 225
- Photography in Outdoor Education. ED 075 138
- Things to Do. Activities for a Bilingual Classroom. ED 074 828
- University of South Florida Field Test of the Michigan State University Protocol Materials on Learning. Final Report. ED 075 379
- Learning Characteristics**
- The Effect Of Visual Prompting On Learning. ED 074 736
- Learning Styles and Teaching Strategies. ED 075 275
- A Study of Retention of Verbal Material. Final Report. ED 074 484
- Learning Difficulties**
- A Program for Students with Learning Difficulties. Social Studies; Ten, Eleven, and Twelve. ED 075 442
- Learning Disabilities**
- The Bender Gestalt Test with the Human Figure Drawing Test for Young School Children. A Manual for Use with the Koppitz Scoring System. ED 074 645
- A Comparison of the Project LIFE Vocabulary with a Functional Basic Word List for Special Pupils. ED 074 653
- A Cooperative Parent-Teacher Model Using the Project LIFE Instructional System. ED 074 651
- Current Concepts in Dyslexia. ED 074 451//
- Emphasis: Identification. ED 075 101
- Emphasis: Prevention. ED 075 103
- Prescriptive Profile Procedure for Children With Learning Disabilities. ED 074 673
- Title VI-G, ESEA, Proposal for a Modified Primary Program for Children with Learning Disabilities. (Abstract and Narrative Sections). ED 075 100
- Learning Experience**
- The Effects of a Learning Program on Work Habit Skills and Attitudes Toward Work. ED 075 682//
- Self-Paced Physics, Documentation Report, Revision Process Documentation 5.5. ED 075 259
- Learning Laboratories**
- The Effect of Grouping in the Electronics Laboratory on Cognitive and Psychomotor Achievement. ED 075 678//
- Learning Modalities**
- Perception and Reading. Proceedings of the Annual Convention of the International Reading Association (12th, Seattle, May 1967). Volume 12, Part 4. ED 074 442
- Learning Motivation**
- Crisis in Red and White - An Educational Dilemma. Position Paper. ED 075 132
- Learning Processes**
- Common Errors in Language Learning: Insights from English. ED 074 801//
- The Role of Comprehension in Learning Concrete and Abstract Sentences. ED 074 443
- Student Characteristics Associated with Success in a Mastery Learning Strategy. ED 074 388
- Learning Theories**
- Behavior Modification in Group Therapy. ED 074 429
- A Comparative Study of Three Fifth Grade Classrooms on Five Selected Piaget Type Tasks Dealing with Science Related Concepts. ED 075 186//
- A Discussion of the Theoretical Contradictions Found in Modeling Research and Social Learning Theory When Interpreted within Phenomenological and Social Comparison Contexts. ED 074 392
- The Effects on Achievement of Using the Forced Inferential Response Mode in an Intermediate Grade Population-Geography Unit. ED 075 317
- Paired-Associate Learning. ED 074 456//
- Piaget: Dictionary of Terms [Original Title: Dictionnaire D'Epistemologie Genetique]. ED 074 468//
- Positive Versus Positive and Negative Instances and the Acquisition of the Conjunctive Concepts of Distributivity and Homomorphism. ED 075 194
- Student Characteristics Associated with Success in a Mastery Learning Strategy. ED 074 388
- Leave of Absence**
- School Board Policies on Leaves and Absences. Educational Policies Development Kit. ED 074 618
- Legal Costs**
- The Colleges and the Courts - A Peacetime Perspective. ED 074 927
- Legal Problems**
- Cable Television: A Guide to Federal Regulations. ED 074 783//
- The Colleges and the Courts - A Peacetime Perspective. ED 074 927
- Obstacles to Interstate Adoption. ED 075 084
- Legal Responsibility**
- American Indians and Their Federal Relationship. Plus a Partial Listing of Other United States Indian Groups. ED 075 131
- The Ethical Issues of Privacy, Confidentiality and Privileged Communication. ED 075 473//
- Higher Education: The Law and Campus Issues. ED 074 929
- Legends**
- [The Minnesota Story, American Indian Legends.] ED 075 307
- Lesson Plans**
- Improving Visual Skills; A Guide for Teachers of the Handicapped. ED 074 647
- Liberal Arts**
- On Converting a Teacher College. ED 075 357
- Librarians**
- The Invisible Medium: The State of the Art of Microform and a Guide to the Literature. ED 075 029
- The LTA in the Library World Today; Proceedings of the Workshop (Charlotte, N.C., March 3-4, 1972). ED 075 062
- Narrative Evaluation Report on the Institute for Training in Librarianship: The Librarian in a Pluralistic Society: Cross-Cultural Training for Social Action (Univ. of Hawaii, Honolulu; Aug. 1971-May 1972). ED 075 059
- Librarianship**
- Narrative Evaluation Report on the Institute for Training in Librarianship: The Librarian in a Pluralistic Society: Cross-Cultural Training for Social Action (Univ. of Hawaii, Honolulu; Aug. 1971-May 1972). ED 075 059
- Libraries**
- National Inventory of Library Statistics Practices. Volume 1, Data Collection on the National, State, and Local Levels. ED 075 032
- Suggestions for Developing an Occupational Library. ED 075 618
- Library Automation**
- Library Labor Cost Accounting System. ED 075 063

236 Subject Index

Library Collections

- Reader Development Program: Annotated Bibliography. Supplement Two. ED 074 318

Library Cooperation

- Proceedings of Military Librarians' Workshop (16th, October 2-4, 1972) Technology Transfer. ED 075 035
Proposals for a Dynamic Library. Technical Report. ED 075 040//
SLICE Office Quarterly Report for the Period January 1, 1973 to March 31, 1973. ED 075 034

Library Education

- Narrative Evaluation Report on the Institute for Training in Librarianship: The Librarian in a Pluralistic Society: Cross-Cultural Training for Social Action (Univ. of Hawaii, Honolulu; Aug. 1971-May 1972). ED 075 059
Public Library Service for the Urban Disadvantaged. ED 075 058
Teaching Library Science and Telelecture. ED 075 049

Library Equipment

- The Library Picture File: A Complete System of How to Process and Organize. ED 075 053
The Pamphlet Library: Use of the Sha-Frame System. ED 075 055

Library Expenditures

- Survey of Transportation Libraries in the United States and Canada. ED 075 039//

Library Instruction

- The LTA in the Library World Today; Proceedings of the Workshop (Charlotte, N.C., March 3-4, 1972). ED 075 062

Library Labor Cost Accounting System

- Library Labor Cost Accounting System. ED 075 063

Library Materials

- Children's Books 1972: A List of Books for Preschool Through Junior High School Age. ED 075 064
Right On, A List of Books By and About the American Negro. ED 075 061
Suggestions for Developing an Occupational Library. ED 075 618

Library Networks

- Library Labor Cost Accounting System. ED 075 063
SLICE Office Quarterly Report for the Period January 1, 1973 to March 31, 1973. ED 075 034
Survey of Transportation Libraries in the United States and Canada. ED 075 039//

Library Planning

- Librarians Workshop: Library Goals, Objectives, Program, Evaluation. ED 075 060
Proposals for a Dynamic Library. Technical Report. ED 075 040//

Library Programs

- Librarians Workshop: Library Goals, Objectives, Program, Evaluation. ED 075 060

Library Reference Services

- The National Union Catalog, Reference and Related Services. ED 075 036

Library Science

- Teaching Library Science and Telelecture. ED 075 049

Library Services

- An Inquiry into the Patterns Among the States for Funding Public Library Services. ED 075 031

- Librarians Workshop: Library Goals, Objectives, Program, Evaluation. ED 075 060

- Measurement of Effectiveness of Public Library Service Study. A Report on Phases I and II. ED 075 052

- Narrative Evaluation Report on the Institute for Training in Librarianship: The Librarian in a Pluralistic Society: Cross-Cultural Training for Social Action (Univ. of Hawaii, Honolulu; Aug. 1971-May 1972). ED 075 059

- Proposals for a Dynamic Library. Technical Report. ED 075 040//

- Public Library Service for the Urban Disadvantaged. ED 075 058

- SLICE Office Quarterly Report for the Period January 1, 1973 to March 31, 1973. ED 075 034

Library Statistics

- Measurement of Effectiveness of Public Library Service Study. A Report on Phases I and II. ED 075 052
National Inventory of Library Statistics Practices. Volume I, Data Collection on the National, State, and Local Levels. ED 075 032
Public Library Abstracts: 1971; Abstracts of Statistics in American Public Library Annual Reports for the Year Ending in 1971. ED 075 037

Library Technical Assistants

- The LTA in the Library World Today; Proceedings of the Workshop (Charlotte, N.C., March 3-4, 1972). ED 075 062

Library Technical Processes

- The Filmstrip Collection: Complete Instructions on How to Process and Organize. ED 075 054
Library Labor Cost Accounting System. ED 075 063
The Library Picture File: A Complete System of How to Process and Organize. ED 075 053
The Pamphlet Library: Use of the Sha-Frame System. ED 075 055

Library Technicians

- Library Technical Assistant -- A Paraprofessional Training Institute, Interim Report. ED 075 033
The LTA in the Library World Today; Proceedings of the Workshop (Charlotte, N.C., March 3-4, 1972). ED 075 062

Lincoln County Schools

- Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities. Interim Report. ED 075 610

Linear Programming

- Application of Linear Programming Models To Determine Optimum School Attendance Areas and Busing Schedules, Subject to Varying Racial Composition. Final Report. ED 074 637

Linguistic Competence

- Psycholinguistics and the Teaching of Reading. ED 074 446

Linguistic Patterns

- A Survey of Verb Forms in the Eastern United States. ED 074 797//

Linguistic Performance

- The Language of the Disadvantaged Child: A Deficient Language? ED 075 097
Variations in the Structure and Use of Standard English. Final Report. ED 074 526

Linguistics

- Cognitive Aspects of Learning in Arbitrary and Non-Arbitrary Contexts: Acquisition of Knowledge from Natural-Language Discourse. Final Report. ED 074 527

- The Promise of English. NCTE 1970 Distinguished Lectures. ED 074 523

- The Research Methods of the Arkansas Language Survey. ED 074 823

Linguistic Theory

- Negative Transportation and Tag-Questions. ED 074 835

Listening Comprehension

- A Comparison of Reinforcement Activities for Listening Comprehension Skills. ED 074 470//
Comprehension of a Narrative Passage by Primary School Children as a Function of Listening Rate and Reading Comprehension Level. ED 074 708

Listening Groups

- The Construction and Evaluation of Two Methods of Listening Skills Instruction and Their Effect on Listening Comprehension of Children in Grade 1. ED 074 486//

Listening Skills

- A Comparison of Reinforcement Activities for Listening Comprehension Skills. ED 074 470//
The Construction and Evaluation of Two Methods of Listening Skills Instruction and Their Effect on Listening Comprehension of Children in Grade 1. ED 074 486//

Literacy

- The Right to Read; General Plan of Action for School Based Right to Read Centers. ED 074 476

Literacy Classes

- The Right to Read; General Plan of Action for School Based Right to Read Centers. ED 074 476

Literacy Education

- Adult Education as Part of Life-Long Education. ED 074 330
Adult Education in Tanzania: Life-Long Process for National Development. ED 074 328
Strategies for Directing Existing Educational Systems Towards Life-Long Education: What Algerian Experience Has to Contribute. ED 074 329

Literary Analysis

- Teaching Shakespeare. ED 074 491//

Literary Criticism

- Henry James on the Art of Acting. ED 074 534

Literary Discrimination

- Children's Reading Interests: A Wellington Survey. ED 074 452//

Literature

- Aspects of Reading. ED 074 478
The English Language Arts and Basic Skills Program of the Bellevue Public Schools. Elementary Level. ED 074 487
The English Language Arts and Basic Skills Program of the Bellevue Public Schools. Junior High Level. ED 074 488
The English Language Arts and Basic Skills Program of the Bellevue Public Schools. Senior High Level. ED 074 489
Literature and the English Department. ED 074 522
The Promise of English. NCTE 1970 Distinguished Lectures. ED 074 523
Readings for Teaching English in Secondary Schools. ED 074 494//
Three Hundred Years of American Drama and Theatre; From "Ye Bear and Ye Cubb" to "Hair". ED 074 499//
Using Children's Literature in the Reading Program.

- ED 074 474
- Literature Appreciation**
Communication Department Courses of Study: Non-Graded Mini Courses, Grades 10, 11, 12. ED 074 550
Discourse: The Primary Language. ED 074 475
Pass the Poetry, Please! Using Poetry in Pre-Kindergarten-Six Classrooms. ED 074 495//
- Literature Guides**
Cooperative Accountability Project. An Overview of the Cooperative Accountability Project. ED 074 625
- Literature Reviews**
Acoustical Environments. Educational Facilities Review Series Number 16. ED 074 586
Administrator Evaluation. Educational Management Review Series Number 15. ED 074 588
Annotated Selected Puerto Rican Bibliography. ED 075 552//
Attention as a Variable in Communication Research--The Status Quo. ED 074 531
Behavior Modification: An Issue for the Teacher? ED 075 475//
A Brief Overview of Research on Teacher Effectiveness and the Relevancy of Educational Psychology. ED 075 478//
Confidence Interval Estimation of KR sub 20--Some Monte Carlo Results. ED 075 513
Continuing Education in the Health Professions. A Review of the Literature: 1960-1970. ED 074 367
A Discussion of the Theoretical Contradictions Found in Modeling Research and Social Learning Theory When Interpreted within Phenomenological and Social Comparison Contexts. ED 074 392
The Education of the Mentally Retarded Adult: A Selective Review of Recent Literature. ED 074 345
Management Styles. Educational Management Review Series Number 17. ED 074 607
Nongraded Schools. Educational Management Review Series Number 16. ED 074 608
A Reconceptualization of the Research Paradigm in Counseling Research. ED 074 409
Reports on Some Salient Topics and/or Issues in Educational Psychology, Measurement and Research as Presented by Doctoral Students. A Seminar. ED 075 470
Site Selection. Educational Facilities Review Series Number 18. ED 074 609
The SOS-VUX Project: Study Needs and Study Obstacles in Adult Education. Background and Design. ED 074 347
A Survey of Recent Literature Relevant to Optimizing the Benefits of Youth Projects for Rural Youth in the Southeastern States. Final Report. ED 075 591//
Thermal Environments. Educational Facilities Review Series Number 17. ED 074 587
- Local Government**
Cable in Mass 2. ED 074 710//
Cable Television: A Summary Overview for Local Decisionmaking. ED 074 779//
Cable Television: Citizen Participation in Planning. ED 074 781//
Cable Television: The Process of Franchising. ED 074 780//
- Local Issues**
Cable Television: Citizen Participation in Planning. ED 074 781//
- Logic**
Educational Projects for a Digital Logic Laboratory. ED 074 696//
- Longitudinal Studies**
Changing Neighborhood and Clique Structure in Two Missouri Communities, 1955-66. ED 074 353
Upper Extension of Two-Year Colleges -- The 10 Year Look: 1963-1972. ED 075 019
- Los Angeles**
Americas Unidas; Pilot Broadcasting Program Los Angeles, California. ED 074 722
- Los Angeles Womens Job Corps Center**
Evaluation Results for the Los Angeles Women's Job Corps Center. ED 075 524
- Low Income**
Practices of Low-Income Families in Feeding Infants and Small Children, With Particular Attention to Cultural Subgroups. ED 075 564
- Low Income Groups**
Assessing Teacher Behaviors with Infants in Day Care. ED 075 505
The Education of the Culturally Different: A Multi-Cultural Approach. A Handbook for Educators. ED 075 142
The Effect of Reimbursement of Out-of-Pocket Expenses on Low Income Volunteer Leadership Participation. ED 074 378
Low-Income Labor Markets and Urban Manpower Programs: A Critical Assessment. ED 075 676
Paying for Our Schools: Is There a Better Way? Group I. ED 074 640
Paying for Our Schools: Is There a Better Way? Group II. ED 074 641
- Machine Translation**
Transcription of "In Darkness" via DOTSYS III and the BRAILLEBOSS. ED 074 661
- Magnetic Tape Cassettes**
Self-Paced Physics [Talking Book Cassette Tapes]. ED 075 253//
- Maine**
Rural Improvement Project (RIP). [Summary and Final Evaluation Report.] ED 075 159
- Majority Attitudes**
New Indian Tribalism. Working Paper. ED 075 149
- Malayo Polynesian Languages**
Hawaiian Dictionary: Hawaiian-English, English-Hawaiian. ED 074 841//
- Males**
An Analysis of Status Mobility Patterns among Middle-Class Mexican Americans in Texas. Anglo Interaction Index. Report Six. ED 075 153
Language and Aggression: An Exploratory Study Amongst Black and Puerto Rican Youth. ED 074 502
Two Scales for the Measurement of Mexican-American Identity. ED 075 152
The "Younger-Minority Boy" as a Clue to the Source of Achievement Orientation. ED 074 433
- Management**
Introducing the Small Business Management Course. ED 075 648
- Management by Objectives**
[Management By Objectives Program.] ED 075 300
- Management Development**
The Curriculum in Quantitative Methods: A Task Force Report. ED 074 978
The Development of a Leadership Training Process for Principals. Final Report. ED 074 615
[Management By Objectives Program.] ED 075 300
- Management Education**
A Determination of the Benefits Derived by the Air Force from Providing Air Force Officers in the Logistics Field with Graduate Degrees in the Business Area from Civilian Graduate Institutions. ED 074 972//
Increasing the Effectiveness of Educational Management in Community Colleges. Project USHER. ED 075 007
Introducing the Small Business Management Course. ED 075 648
A Study of the Monetary Value of the Master's Degree in Management Issued by the Naval Postgraduate School. ED 074 976//
- Management Information Systems**
CURMIS. Curriculum Management Information System (and) Prospectus of a Design to Assist a High School Staff in the Evaluation of Its Program. ED 075 281
Establishment of a Comprehensive Data System for Occupational Training in Kentucky--Phase I, Final Report. ED 075 647
Excerpts from the Findings and Recommendations of Eight Resource Groups. A Report to the Management/Policy Group of the Commission for Higher Education. ED 074 905
Management Systems and Budgeting Methodology: Do They Meet the Needs and Will They Work? Studies in Management. ED 075 378
- Management Systems**
Computerized Maintenance for Memphis Schools. ED 074 612
Increasing the Effectiveness of Educational Management in Community Colleges. Project USHER. ED 075 007
Instructional Costs of University Outputs. ED 074 968//
Instructional Program Budgeting in Higher Education. ED 074 981
Introduction to the Resource Requirements Prediction Model 1.6. ED 074 999
- Managerial Occupations**
The Training of Adult Middle-Level Personnel. ED 074 382//
- Man Machine Systems**
Research in Learner-Controlled Computer-Assisted Instruction. Annual Report. (Final) 1 May 70 - 30 April 71. ED 074 706//
- Manpower Development**
An Experiment in Using Lay-Off Time for Improving Workers' Advancement Potential. Report on Two Years of the Job Advancement Training Program. ED 075 605
Federal Health Manpower Programs, 1970--Part I. Final Report. ED 075 582//
Fulfilling the Potential of NYC-2. Linking the Neighborhood Youth Corps and MA-JOBS Program into a Sequential Training-Employment Model. ED 075 659//
Introducing the Small Business Management Course. ED 075 648
Low-Income Labor Markets and Urban Manpower Programs: A Critical Assessment. ED 075 676
Manpower Planning for Jobs in Rural America. Proceedings of a Conference (Michigan State University, December 14-15, 1972).

- ED 075 155
Manpower Policy for Scientists and Engineers. ED 075 680
Manpower Report of the President: A Report on Manpower Requirements, Resources, Utilization, and Training. ED 075 581
New Careers Positions Descriptions: Sourcebook for Trainers, Entry Level. ED 075 595//
Problems in the Application of Behavior Modification Principles for Teaching Job-Required Behaviors to Disadvantaged Manpower Trainees. Special Report. ED 075 656//
Rehabilitation, Sheltered Workshops, and the Disadvantaged: An Exploration in Manpower Policy. ED 075 609//
Training Impact of National Institutes of Health Research Grants. Part I: Hypotheses of Interest Concerning Individuals. Final Report. ED 075 586//
Training Manpower Development Work Supervisors in the Use of Behavior Modification Techniques to Teach Job-Required Skills. Special Report. ED 075 655//
- Manpower Needs**
Allied Health Manpower in Ohio: Employment Trends and Prospects. ED 075 644
Determining Occupational Emphases for High School Program Design. Final Report. ED 075 572
Establishment of a Comprehensive Data System for Occupational Training in Kentucky--Phase I, Final Report. ED 075 647
Manpower Report of the President: A Report on Manpower Requirements, Resources, Utilization, and Training. ED 075 581
Medical Education for Tennessee. A Report of the Tennessee Higher Education Commission. ED 074 955
Occupational Demand in Minnesota for 1973. ED 075 663
Strengthening Manpower Programs for Spanish-Speaking Americans. Report of the Department of Labor Study Group on Manpower Needs of Spanish-Speaking Americans. ED 075 626
- Manpower Utilization**
Employer Services Activities and Manpower Policy. Interim Report. ED 075 589//
An Evaluation of School Personnel Utilization Projects. Volume III, An Assessment of the Impact of School Personnel Utilization Program Training. ED 075 384
Federal Health Manpower Programs, 1970--Part I. Final Report. ED 075 582//
Fulfilling the Potential of NYC-2. The Pre-Program Orientation: Toward Enhancing Success in NYC-2 Job Training. Final Report. ED 075 658//
Fulfilling the Potential of NYC-2. Linking the Neighborhood Youth Corps and MA-JOBS Program into a Sequential Training-Employment Model. ED 075 659//
Manpower Implications of New Legislation and New Federal Programs: Utilizing Persons with Engineering Backgrounds in the Health-Related Industries. ED 075 594//
Manpower Policy for Scientists and Engineers. ED 075 680
Manpower Report of the President: A Report on Manpower Requirements, Resources, Utilization, and Training. ED 075 581
National Assessment of the New Careers Program, July 1967-October 1969. Final Report. ED 075 585//
Proceedings of National Conference on State and Local Manpower Planning (Salt Lake City, Utah, April 28-30, 1971). ED 075 592//
Reflections of the Community: The Community Aide and Consumer and Homemaking Education. ED 075 607
- Reported Job Interest and Perceived Utilization of Talents and Training by Airmen in 97 Career Ladders. ED 075 634
The Training of Adult Middle-Level Personnel. ED 074 382//
- Manual Communication**
Curriculum Guide for Interpreter Training. ED 074 656
- Manuals**
APL: An Intro. ED 074 765
Head Start Program Performance Standards. OCD-HS Head Start Policy Manual. ED 075 082
A Manual for Coordinators of Cooperative Education. ED 075 684
Obtaining Local Resources for County Extension Programs. ED 074 379
Staff Development Policy in the Extension Service-USDA. ED 074 322
They Help Each Other Learn: A Group Participation and Leadership Training Manual. ED 074 829
We Learn Together: A Small Group Process Manual for Secondary Teachers. ED 074 827
- Manuscript Writing (Handlettering)**
Manual for Reading Japanese. ED 074 842//
- Maps**
Reception Areas of Non-English Speaking Pupils: An Extension of Cost Analysis Data. ED 074 795
Sources of Information and Materials: Maps and Aerial Photographs. A Reference Book. ED 075 266
A Survey of Verb Forms in the Eastern United States. ED 074 797//
- Map Skills**
Activities for Map and Compass Study, Grade Level 4-6. Environmental Education Series, Bulletin No. 247-1. ED 075 224
- Marketing**
Advertising and the Public Interest. A Staff Report to the Federal Trade Commission. ED 074 777
Appraising the Economic And Social Effects of Advertising. A Review of Issues and Evidence. ED 074 776
- Massachusetts**
Cable in Mass 2. ED 074 710//
Massachusetts Application of National Assessment Items in Citizenship and Science. ED 075 490
Massachusetts Fourth Grade Testing Program 1971. ED 075 489
- Mass Media**
The 1972 Campaign for the United States Senate in North Carolina: Debate or Educational Television. ED 074 548
The Computer in the Living Room. ED 074 735//
Evaluative Criteria for High School Textbooks in Journalism and Mass Media. ED 074 516
Mass Communication and Relative Reality: A Conceptual Paradigm. ED 074 529
Persuasion and the Mass Communication Process. ED 074 563//
The Practice of Mass Communication: Some Lessons from Research. ED 074 746
Project Media Now--A Bold Look at New Curricula. ED 074 500
The Role of Film in Development. ED 074 751
Television and the New Persuasion. Proceedings of the Annual Symposium on Issues in Public Communication (3rd, Lawrence, Kansas, July 16-17, 1970). ED 074 543//
Toward a Reconceptualization of Knowledge Utilization in Education. Volume 2. Special Investigation I. Knowledge Utilization in a Democratic Society: Education Through Commercial Television. Final Report. ED 075 331
Trends in Political Persuasion in the United States. ED 074 565
- Master Plans**
Clackamas Community College Master Planning Program. Final Report. ED 075 008
Excerpts from the Findings and Recommendations of Eight Resource Groups. A Report to the Management/Policy Group of the Commission for Higher Education. ED 074 905
Fiscal Support and Resource Allocation. A Discussion Paper for the Master Plan for Higher Education in Connecticut. ED 074 902
Goals for the System of Higher Education; Role and Scope of Constituent Units; Number and Location of Institutional Units. ED 074 915
Improvement of Opportunity: Alternative Approaches for the Delivery of Higher Education Services. ED 074 940
Programs Distribution, Revision, and Termination. A Discussion Paper for the Master Plan for Higher Education in Connecticut. ED 074 943
Special Needs of Minorities in Higher Education and Methods of Meeting Needs. A Discussion Paper for the Master Plan for Higher Education in Connecticut. ED 074 903
Transfer of Students Between Institutions and Programs. A Discussion Paper for the Master Plan for Higher Education in Connecticut. ED 074 904
Utilization of Existing Facilities Needs for New Facilities. A Discussion Paper for the Master Plan for Higher Education in Connecticut. ED 074 942
- Masters Degrees**
Earned Degrees Conferred: 1969-70 Summary Data. ED 074 986
A Master's Degree Program for the Teaching of Culturally and Educationally Deprived Children and Youth. ED 075 438
A Study of the Monetary Value of the Master's Degree in Management Issued by the Naval Postgraduate School. ED 074 976//
- Masters Theses**
Canadian Research in Adult Education: A Bibliography of Masters' Theses and Doctoral Dissertations. ED 074 376
- Material Development**
A Project to Develop Pre-Vocational Literacy Materials for Spanish-Speaking Students. Final Report. ED 074 824
- Maternity Leaves**
School Board Policies on Leaves and Absences. Educational Policies Development Kit. ED 074 618
- Mathematical Applications**
A Guide to Field Mathematics. ED 075 232
- Mathematical Concepts**
Assessment of Motor Learning Through Mathematical Analysis. ED 075 453//
- Mathematical Models**
Aspects of Transfer that Relate to the Development and Design of Instructional Materials. ED 075 045//
An Empirical Investigation of the Permutation T-Test as Compared to Student's T-Test and the Mann-Whitney U-Test. Report from the Quality Verification Program.

- Missing at Random: What Does it Mean? Draft. ED 075 491
The Nature of Objectivity with the Rasch Model. ED 075 486
ED 075 484
- Mathematics**
The International System of Units (SI). ED 075 227
- Mathematics Education**
Advance Organizers and Objectives in Teaching Mathematics. ED 075 193
A Comparative Study of Three Fifth Grade Classrooms on Five Selected Piaget Type Tasks Dealing with Science Related Concepts. ED 075 186//
Guidelines for the Preparation of Teachers of Mathematics. ED 075 226
Inducing Stage III Seriation Capabilities in Kindergarten Children Through Cue Fading and Reinforcement. ED 075 180//
An Investigation of Portions of a Model for Acquisition of Conservation and Measurement of Length Based on Performance of Selected Second Grade Children on Six Piaget-Type Tasks. ED 075 184//
A Mathematics Self-Concept Test. ED 075 512
Math Matters. ED 075 233//
New Educational Technology. ED 074 740//
Performance of Retardates on Piagetian Tasks as a Function of Ethnicity. ED 075 177//
Positive Versus Positive and Negative Instances and the Acquisition of the Conjunctive Concepts of Distributivity and Homomorphism. ED 075 194
A Quasi-Experimental Study Designed to Evaluate the Effectiveness of a Student-Goal-Determined Course in Mathematics Education. ED 075 369
The Teaching of Developmental Mathematics in Community Colleges. ED 075 197
- Mathematics Instruction**
Mathematical Models of Elementary Mathematics Learning and Performance. Final Report. ED 075 264
Tips for Tutors. ED 075 396
- Matrices**
A Note on Allocating Items to Subtests in Multiple Matrix Sampling and Approximating Standard Errors of Estimate with the Jackknife. ED 075 502
- Maturity Tests**
Correlates of the Perception of Occupational Prestige. ED 074 411
- Measurement**
A Guide to Field Mathematics. ED 075 232
The International System of Units (SI). ED 075 227
Invitational Conference on Measurement in Education; Proceedings (of the) Eleventh Southeastern Conference (December 8-9, 1972). Pre-Session. ED 075 445
Invitational Conference on Measurement in Education; Proceedings (of the) Eleventh Southeastern Conference (December 8-9, 1972). Session I. ED 075 449
- Measurement Instruments**
Attention & Cognitive Style, FY 1972. ED 075 087
Conjugate Reinforcement. ED 074 767
The Degree and Nature of the Relations Between Traditional Psychometric and Piagetian Developmental Measures of Mental Development. ED 075 485
Focusing on Measures of College Environments. ED 075 135
- Massachusetts Fourth Grade Testing Program 1971. ED 075 444
Measuring Social Studies Concept Attainment: Boys and Girls. Report from the Project on A Structure of Concept Attainment Abilities. ED 075 273
The Nature of Objectivity with the Rasch Model. ED 075 484
A Study of the Effects of the Installation of a Curriculum Engineering System. ED 075 499
- Measurement Techniques**
An Analysis of Status Mobility Patterns among Middle-Class Mexican Americans in Texas. Anglo Interaction Index. Report Six. ED 075 153
Measurement for the Purpose of Evaluation. ED 075 448//
Measuring Social Studies Achievement: A Matter of Values. ED 075 493
Measuring Social Studies Concept Attainment: Boys and Girls. Report from the Project on A Structure of Concept Attainment Abilities. ED 075 273
Two Scales for the Measurement of Mexican-American Identity. ED 075 152
Workers' Bureaucratic Predispositions and Job Requirements. ED 075 677
- Mechanics (Physics)**
Illustrated Texts (Master Set). ED 075 251
Remedial Sheets for Progress Checks, Segments 1-14. ED 075 249
Self-Paced Physics, Documentation Report, Course Description 5.1; Course Objectives 5.2.1; Course Structure and Sequence 5.2.2. ED 075 256
Self-Paced Physics, Segments 1-5. ED 075 238
Self-Paced Physics, Segments 6-10. ED 075 239
Self-Paced Physics, Segments 11-14. ED 075 240
Self-Paced Physics [Talking Book Cassette Tapes]. ED 075 253//
Talking Books (Master Set). ED 075 252
- Media Research**
Media Presentation and Concept Representation Variables in Independent Learning. Final Report. ED 074 764
Persuasion and the Mass Communication Process. ED 074 563//
The Practice of Mass Communication: Some Lessons from Research. ED 074 746
- Media Selection**
Resources For Learning: A Core Media Collection for Elementary Schools. ED 074 727//
Search and Assessment of Commercial Career Education Materials. ED 075 657
Theoretical Framework: Some Basic Issues Related to Methods and Media Selection. ED 074 741
- Media Specialists**
Guidelines for Certification of Media Specialists. Extended Version. ED 074 718
- Media Technology**
Cable Television: Technical Considerations in Franchising Major Market Systems. ED 074 782//
Closed-Circuit Television Single-handed. ED 074 733//
The Computer in the Living Room. ED 074 735//
A Current View of the Future of Theory and Research in Educational Communication. ED 074 754
The Role of Communications in Indian Life. Position Paper. ED 075 135
- Medical Education**
Medical Education for Tennessee. A Report of the Tennessee Higher Education Commission. ED 074 955
Reform of Medical Education. The Role of Research in Medical Education. ED 074 974//
- Medical Evaluation**
Screening Children for Nutritional Status: Suggestions for Child Health Programs. ED 075 429
- Medical Libraries**
The Future of the NLM (National Library of Medicine) Documents Section. ED 075 041//
- Medical Services**
Roles and Resources of Federal Agencies in Support of Comprehensive Emergency Medical Services. ED 075 640
- Memory**
Perceptual Capacities of Retarded and Normal Children. Final Report. ED 074 692
Piaget's Stage IV Object Concept Error: Evidence of Forgetting or Object Conception? ED 075 083
A Study of Retention of Verbal Material. Final Report. ED 074 484
- Mental Health**
Bibliography on Racism. ED 075 523
Mental Health and Social Change: An Annotated Bibliography. ED 074 391
The Relationship of Evaluations of Students' Cognitive Performance to their Self Concept Assessments and Mental Health Status. ED 074 424
- Mental Health Programs**
Child Mental Health in the '70's. ED 075 516
Mental Health and Social Change: An Annotated Bibliography. ED 074 391
- Mentally Handicapped**
The Effects of Pictures on the Acquisition of a Sight Vocabulary in Rural EMR Children. ED 074 752
Perceptual Capacities of Retarded and Normal Children. Final Report. ED 074 692
The Slow Learner and the Reading Problem. ED 074 463//
Standards for Personnel Training in Mental Retardation and Related Developmental Handicaps. ED 074 662
Toilet Training the Retarded Child. ED 074 660
- Mental Retardation**
The Education of the Mentally Retarded Adult: A Selective Review of Recent Literature. ED 074 345
Evaluating Achievement of the Mentally Retarded: A Comprehensive Process. ED 075 456//
Mental Retardation in Rural Texas; An Examination of Selected Counties. ED 075 157
Non-Cognitive Development of Mentally Retarded Children. ED 075 452//
The Self Concept of Mental Retardates: Some Problems of Assessment. ED 075 451//
- Merchandise Information**
Metrication: A Guide for Consumers. ED 075 683//
- Mergers**
On Converting a Teacher College. ED 075 357
- Meta Evaluation**
Meta-Evaluation Applied: The Evaluation of a Large Scale Evaluation System. ED 075 509

240 Subject Index

Metaphors

- A Test of Hypotheses Derived from Osborn, Piaget and Osgood, Concerning the Metaphor. ED 074 561

Meteorology

- Activities for Studying Weather, Grade Level 4-6. Environmental Education Series, Bulletin No. 247-C. ED 075 219

Method of Designing Instructional Alternatives

- The MODIA Questionnaire for Curriculum Analysis. ED 074 738
An Overview of MODIA: A Method of Designing Instructional Alternatives for Air Force Training. ED 074 739

Methods Courses

- Integrated Curriculum in Methods Courses. ED 075 363

Methods Research

- Integrated Curriculum in Methods Courses. ED 075 363

Metric System

- The International System of Units (SI). ED 075 227
Metrication: A Guide for Consumers. ED 075 683//

METRO APEX

- Coding Instructions, Worksheets, and Keypunch Sheets for M.E.T.R.O.-APEX Simulation. ED 075 261

Metropolitan Areas

- Activities for Studying Megalopolis, Grade Level 4-8. Environmental Education Series, Bulletin No. 247-H. ED 075 223
Emerging Urban Problems and Their Significance for School District Organization in the Great Plains States. ED 074 579//

Mexican American History

- I am Joaquin. Yo Soy Joaquin. An Epic Poem with a Chronology of People and Events in Mexican and Mexican American History. ED 075 122//
Occupied America. The Chicano's Struggle Toward Liberation. ED 075 113//

Mexican Americans

- Americas Unidas; Pilot Broadcasting Program Los Angeles, California. ED 074 722
An Analysis of Status Mobility Patterns among Middle-Class Mexican Americans in Texas. Anglo Interaction Index. Report Six. ED 075 153
A Bilingual Approach: Education for Understanding. Leadership Report. ED 075 106
Chicano Children's Literature, Annotated Bibliography. ED 075 158
Content Analysis Schedule for Bilingual Education Programs: Ukiah Indian, Mexican-American Bilingual-Bicultural Program. ED 074 856
Content Analysis Schedule for Bilingual Education Programs: Albuquerque Public School Bicultural-Bilingual Program. ED 074 863
Content Analysis Schedule for Bilingual Education Programs: Region XIII Bilingual Education. ED 074 870
Content Analysis Schedule for Bilingual Education Programs: Bilingual Elementary Education Program. ED 074 872
Content Analysis Schedule for Bilingual Education Programs: Compton Elementary Bilingual Education Plan. ED 074 874
Content Analysis Schedule for Bilingual Education Programs: Las Cruces Elementary School Bilingual Project. ED 074 875

Content Analysis Schedule for Bilingual Education Programs: Pomona Bilingual Leadership Program. ED 074 877

Content Analysis Schedule for Bilingual Education Programs: Colorado City Center to Aid Bilingual Education. ED 074 879

Content Analysis Schedule for Bilingual Education Programs: Del Valle Bilingual Education Program. ED 074 880

Content Analysis Schedule for Bilingual Education Programs: Adaptations of Bilingual Education. ED 074 882

Cultural Identity: An Approach to Preventing Delinquency Among Chicanos. ED 075 136

Educational and Occupational Aspirations and Expectations of El Paso High School Students. ED 075 156

Linkages of Mexico and the United States. Study Based on Modified Probability Samples of Rural Michigan, the U.S. General Public, Spanish-speaking Latinos of the Southwestern United States, Urban Mexico, and Rural Mexico. ED 075 124

Mexican-American Self-Concept and Educational Achievement: The Effects of Ethnic Isolation and Socio-Economic Deprivation. ED 075 126

Mexican American Youth and Vocational Education in Texas: Summary and Recommendations. INSTbb02780. ED 075 117

National Education Task Force De La Raza. Annual Report, 1971. ED 075 145

Two Scales for the Measurement of Mexican-American Identity. ED 075 152

Use of Spanish and Aspirations for Social Mobility Among Chicanos: A Synthesis and Evaluation of Texas and Colorado Findings. ED 075 128

Mexicans

Linkages of Mexico and the United States. Study Based on Modified Probability Samples of Rural Michigan, the U.S. General Public, Spanish-speaking Latinos of the Southwestern United States, Urban Mexico, and Rural Mexico. ED 075 124

Mexico

Linkages of Mexico and the United States. Study Based on Modified Probability Samples of Rural Michigan, the U.S. General Public, Spanish-speaking Latinos of the Southwestern United States, Urban Mexico, and Rural Mexico. ED 075 124

Michigan

Latino and Anglo in Holland, Michigan. A Comparison of Their Economic, Housing and Educational Characteristics Based on Data from the 1970 U.S. Census. ED 075 146
A Study of the Socioeconomic Status of Michigan Indians, 1971. ED 075 127
A Teachers' Guide for the Outdoor School Program. ED 075 120

Microfiche

Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 6, Number 2. ED 075 668
Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 6, Number 3. ED 075 685

Microforms

The Invisible Medium: The State of the Art of Microform and a Guide to the Literature. ED 075 029

Microteaching

- An Exploratory Investigation of Micro-Teaching as a Pre-Service Technique and Its Evaluation, Using the Flanders System of Interaction Analysis. ED 075 169//
A Field Test of the Effectiveness of One of the Utah State University Protocol Training Materials, In An Inservice Workshop Setting. ED 075 341
Teacher Education through Minicourse 18: Teaching Reading as Decoding. ED 074 719

Middle Class

- Dissonance Reduction Through Shifting Occupational Involvement. ED 074 413
Paying for Our Schools: Is There a Better Way? Group III. ED 074 642
Paying for Our Schools: Is There a Better Way? Group IV. ED 074 643

Migrant Child Education

- Agua Arriba--Up the Stream. ED 075 114
A Comparison of the Verbal Behaviors of Teachers in Interaction with Migrant and Non-Migrant Students. ED 075 160
Migrant Education Administrative Handbook. Revised April 1973. ED 075 151

Migrant Education

- Migrant Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 3. ED 075 162

Migrants

- Migrants, Sharecroppers, Mountaineers. Volume II of Children of Crisis. ED 075 110//

Migration Patterns

- The South Goes North. Volume III of Children of Crisis. ED 075 111//

Military Personnel

- The Air Force Advanced Education System. ED 074 977//
Course Scheduling to Find the Minimum Cost Set of Facilities Required. ED 074 371//
A Determination of the Benefits Derived by the Air Force from Providing Air Force Officers in the Logistics Field with Graduate Degrees in the Business Area from Civilian Graduate Institutions. ED 074 972//
The Rearranged Workweek of Four Days, Forty Hours with a Treatment of Military Applications. ED 074 370//
Reported Job Interest and Perceived Utilization of Talents and Training by Airmen in 97 Career Ladders. ED 075 634
A Study of the Monetary Value of the Master's Degree in Management Issued by the Naval Postgraduate School. ED 074 976//

Military Schools

- An Historical Analysis of the United States Naval Academy Graduates in the United States Air Force. ED 074 372//

Military Service

- Methodologies for Determining Reading Requirements of Military Occupational Specialties. ED 074 343

Military Training

- The All Volunteer Navy and The Schools: Recommendations for Integration of Navy Careers into Career Education. Final Report. ED 075 602
Bureau for International Language Coordination (BILC) Bulletin No. 1. ED 074 807
Bureau for International Language Coordination (BILC) Bulletin No. 3.

- Bureau for International Language Coordination (BILC) Bulletin No. 4. ED 074 808
- Bureau for International Language Coordination (BILC) Bulletin No. 5. ED 074 809
- Bureau for International Language Coordination (BILC) Bulletin No. 2. ED 074 810
- Development of Two Models for Improvement of a Combat Information Center Watch Officer Course: A Proposal for Implementation. Research Memo. (Final). ED 074 811
- Educational Technology Program. Quarterly Technical Summary, 1 March - 31 May 1972. ED 074 700//
- An Instructional Model for Computer Assisted Instruction. Technical Report. ED 074 698//
- Instructional Programming Guide For Computer Assisted Instruction. Technical Report. ED 074 695//
- The Prediction of AWOL, Military Skills, and Leadership Potential. ED 074 697//
- Student Instructor Load Model-Phase II (SIL-II). Summary Description. ED 074 342
- A Summative Evaluation of Computer Assisted Instruction in U. S. Army Basic Electronics Training. Technical Report. ED 074 339//
- Theoretical Framework: Some Basic Issues Related to Methods and Media Selection. ED 074 699//
- Variables Influencing The Perception of Flicker In Wide Angle CRT Displays. ED 074 741
- Milwaukee**
- Audio Visual Tutorial Development at the Milwaukee Area Technical College. ED 074 755
- Minicourse 18**
- Teacher Education through Minicourse 18: Teaching Reading as Decoding. ED 074 789
- Minimum Wage Laws**
- Education Act Extends Sex Discrimination and Minimum Wage Provisions. Legislative Series 2. ED 074 626
- Minnesota**
- College Faculty View Themselves and Their Jobs. ED 074 960
- Education and Politics: A Shotgun Wedding. Position Paper. ED 075 161
- Occupational Demand in Minnesota for 1973. ED 075 663
- A Project to Demonstrate Making Vocational Education More Accessible to Persons in Rural Minnesota Through Cooperative Vocational Centers. Final Report. ED 075 633
- Minority Groups**
- American Ethnic Groups: A Selected Bibliography. ED 075 304
- An Analysis of the Satisfaction with College Experienced by Special Project Students, Primarily Inner-City and Negro, at a Non-Metropolitan University as Measured by the College Student Questionnaire. ED 075 006//
- Changes in Self-Esteem as a Result of an Individualized Curriculum. Preliminary Report. ED 074 711
- The Education of the Culturally Different: A Multi-Cultural Approach. A Handbook for Educators. ED 075 142
- Institute for Training Minority Group Research and Evaluation Specialists II. ED 074 983
- Introducing Literature of the Minorities. ED 074 501
- Minority Groups/Disadvantaged Youth: A Selective Bibliography. Exceptional Child Bibliography Series No. 646. ED 074 685
- Multi-Ethnic Micro-Units. ED 075 305
- Opening the Skilled Construction Trades to Blacks: A Study of the Washington and Indianapolis Plans for Minority Employment. Final Report. ED 075 590//
- Segregation in Residential Areas: Papers on Racial and Socioeconomic Factors in Choice of Housing. ED 075 547//
- Special Needs of Minorities in Higher Education and Methods of Meeting Needs. A Discussion Paper for the Master Plan for Higher Education in Connecticut. ED 074 903
- Survey of Minority Participation on Michigan Newspapers and in Michigan Schools of Journalism. Research Report No. 8. ED 075 107
- Mississippi**
- A Study of the Utilization and Dissemination of Materials Produced by the Curriculum Coordinating Unit and Research Coordinating Unit as Perceived by the Secondary and Post Secondary Vocational Personnel in the Vocational Complexes of Mississippi. ED 075 619
- Missouri Public High Schools**
- The Role of the Industrial Arts Department Chairman in Missouri Public High Schools. ED 075 681//
- Models**
- Administration of Occupational Education: A Suggested Guide. ED 075 614
- Adult Education and Community Development; A Network Approach. ED 074 320
- Career Development: A California Model for Career Guidance Curriculum K-Adult. California Personnel and Guidance Association Monograph Number 5. ED 075 672//
- Cost Utility: An Aid to Decision Making. ED 074 623
- CURMIS. Curriculum Management Information System (and) Prospectus of a Design to Assist a High School Staff in the Evaluation of Its Program. ED 075 281
- Development and Pilot Test of a Career-Oriented, Peer-Instructional Model in the Office Cluster of Business Occupations. Final Report. ED 075 603
- A Discussion of the Theoretical Contradictions Found in Modeling Research and Social Learning Theory When Interpreted within Phenomenological and Social Comparison Contexts. ED 074 392
- Emphasis: Prescription. ED 075 102
- Emphasis: Prevention. ED 075 103
- Establishing Criteria in Programmed Learning. ED 074 748//
- Evaluation of a Text Compression Algorithm Against Computer-Aided Instruction (CAI) Material. ED 074 769
- Evaluation System Model for the Basic Functions of Vocational Education in California: A Computer Based Evaluation System for Vocational Education. ED 075 667
- Fulfilling the Potential of NYC-2: Using Government Agencies for Training the Disadvantaged for Employment in Public and Private Sectors: II. The Consortium Model. ED 075 638//
- Fulfilling the Potential of NYC-2. Linking the Neighborhood Youth Corps and MA-JOBS Program into a Sequential Training-Employment Model. ED 075 659//
- General Open Systems Theory and the Substrata-Factor Theory of Reading. ED 074 477
- Increasing the Effectiveness of Educational Management in Community Colleges. Project USHER. ED 075 007
- Learning Styles and Teaching Strategies. ED 075 275
- A Model for Intake Decisions in Child Welfare. ED 075 085
- Natural Organization and Education. ED 075 285
- A New Eclectic Model for the Redirection of Evaluation Efforts. ED 075 086
- An Occupational Vocational Education Model for the State of Delaware. (October 1, 1971-September 30, 1972). Interim Report. ED 075 686
- Predictive Models for Success in Occupational Education. Occupational Research Project Final Report. ED 075 598
- Proceedings of National Conference on State and Local Manpower Planning (Salt Lake City, Utah, April 28-30, 1971). ED 075 592//
- The Role of Correctional Industries--A Summary Report. ED 075 666
- Speech Communication in the Secondary School. ED 074 546//
- Student Instructor Load Model-Phase II (SIL-II). Summary Description. ED 074 339//
- The Synergistic Evaluation Model. ED 075 503
- A Systems Approach to the Development of Pupil Personnel Services. An Operating Manual. Final Report. ED 074 419
- Theoretical Models of School District Expenditure Determination and the Impact of Grants-in-Aid. ED 074 596
- Modern History**
- It's Only a Movie. ED 074 703//
- Modern Languages**
- Addresses of Embassies, Consulates, and Educational and Information Offices of Interest to Foreign Language Teachers. ED 074 853
- Bureau for International Language Coordination (BILC) Bulletin No. 1. ED 074 807
- Bureau for International Language Coordination (BILC) Bulletin No. 3. ED 074 808
- Bureau for International Language Coordination (BILC) Bulletin No. 4. ED 074 809
- Bureau for International Language Coordination (BILC) Bulletin No. 5. ED 074 810
- Bureau for International Language Coordination (BILC) Bulletin No. 2. ED 074 811
- Changing Patterns in Foreign Language Programs: Report of the Illinois Conference on Foreign Languages in Junior and Community Colleges, 1972. ED 074 813//
- Committee on Research and Development in Modern Languages: First Report. ED 074 791//
- France in America. ED 074 840
- A Handbook on the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students: Their Nature, Uses and Limitations. ED 074 855
- The Language Laboratory: Hardware for Hard Times. ED 074 816
- Meeting Another Culture through Language: French. ED 074 820
- Missouri Youth Speak Out: Results of the 1972 Stetewide Essay Contest Sponsored and Conducted by the Foreign Language Association of Missouri. ED 074 854
- Oklahoma in the World: Guide to the Improvement of the Teaching of Modern Foreign Languages. ED 074 843
- Recipes for Teaching Foreign Languages in Oklahoma. ED 074 844
- Report of a Three-Week Study Tour of the Federal Republic of Germany and Its Educational System. ED 074 850

242 Subject Index

- Symposium on the Place of Grammar in Modern Methods of Language Teaching: Report. (Brussels, Belgium, November 16-20, 1970). ED 074 814
- Money Management**
Credit and the Consumer: One of a Series for Expanded Program in Consumer Education. ED 075 559
- Mothers**
Job Training: The WIN Program for Welfare Mothers. ED 074 319
- Motivation**
The Air Force Advanced Education System. ED 074 977//
A New Eclectic Model for the Redirection of Evaluation Efforts. ED 075 086
Perceptions of Success and Failure by Disadvantaged Elementary School Children. Final Report. ED 075 554
The SOS-VUX Project: Study Needs and Study Obstacles in Adult Education. Background and Design. ED 074 347
Tutors in the Vanguard System. ED 075 528
- Motor Development**
Foundations & Practices in Perceptual Motor Learning-A Quest for Understanding. ED 075 398
Review of Motor Development, Perceptual-Motor and Physical Fitness Testing. ED 075 454//
- Motor Reactions**
Communication for Handicapped Children. Final Report. ED 074 688
- Multilingualism**
TOC: Table of Contents Practices of Primary Journals-Recommendations for Monoilingual, Multilingual and International Journals. ED 075 042//
- Multimedia Instruction**
Media Presentation and Concept Representation Variables in Independent Learning. Final Report. ED 074 764
Must Johnny Read? ED 074 435
- Multiple Choice Tests**
The Effect of Selected Poor Item-Writing Practices on Test Difficulty, Reliability and Validity: A Replication. ED 075 498
- Multiplication**
Some Factors Associated with Pupils' Performance on Examples Involving Selected Variations of the Distributive Idea. ED 075 199
- Multiply Handicapped**
Multi-Handicapped Blind Persons Can Work. ED 074 665
Multiply Handicapped Children: A Bibliography. ED 075 098
- Music**
Major New Movements in Elementary School Education. Report on a One-Day Statewide Demonstration-Workshop. ED 075 328
Source Book of African and Afro-American Materials for Music Educators. ED 075 316//
- Music Education**
Major New Movements in Elementary School Education. Report on a One-Day Statewide Demonstration-Workshop. ED 075 328
Orchestra, Junior. Course Number: Music: 5601. ED 075 313
- Mythology**
Hawaiian Dictionary: Hawaiian-English, English-Hawaiian. ED 074 841//
- Napa College**
Attrition Prevention Through Counseling Among Community College Students; NOR-CAL Phase III. ED 075 012
- National Center Improvement Educational Systems**
Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume I: Introduction and Methodology. ED 074 591
Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume IIA: Case Studies. ED 074 592
Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume III: Results and Policy Recommendations. ED 074 593
- National Commission on Libraries and Information**
An Inquiry into the Patterns Among the States for Funding Public Library Services. ED 075 031
- National Competency Tests**
Massachusetts Application of National Assessment Items in Citizenship and Science. ED 075 490
- National Education Task Force De La Raza**
National Education Task Force De La Raza. Annual Report, 1971. ED 075 145
- National Highway Safety Administration**
Training State and Local Instructors in the Use of National Highway Traffic Safety Administration Curriculum Package: Driver License Examiner. Final Report. ED 075 588//
- National Libraries**
The Future of the NLM (National Library of Medicine) Documents Section. ED 075 041//
- National Library of Medicine**
The Future of the NLM (National Library of Medicine) Documents Section. ED 075 041//
- National Norms**
Some Implications of the National Assessment Model and Data for State and Local Education. ED 074 620
- National Organizations**
What Is, Or Should Be, The AGB? A Report from the Membership. ED 074 964
- National Programs**
The School and Continuing Education: Four Studies. ED 074 365//
- National Science Foundation**
National Science Foundation Annual Report 1972. ED 075 262
- National Surveys**
Characteristics of Hearing Impaired Students by Hearing Status. United States: 1970-71. ED 074 668
Hazards in Research Involving Minorities. ED 075 450//
Hearing and Related Medical Findings Among Children: Race, Area, and Socioeconomic Differentials United States. ED 074 674
A Study of Language and Area Programs. Final Report. ED 074 865
- National Union Catalog**
The National Union Catalog, Reference and Related Services. ED 075 036
- National Weather Service**
Hydrologic Services Course. ED 074 373
- Natural Resources**
The President's 1972 Environmental Program. ED 075 166
What's Ecology? ED 075 165//
- Natural Sciences**
Photography in Outdoor Education. ED 075 138
- Navaho**
Content Analysis Schedule for Bilingual Education Programs: Bilingual Education Project for Navajo. ED 074 871
Enrichment Material for First and Second Year Language Laboratory Program for "A Course in Spoken English for Navajos." ED 074 804
- Navajo Hopi Teacher Corps Program**
Teacher Corps, A Model for Training Teachers. Position Paper. ED 075 134
- Navajos**
A Ten-Year Plan for Indian Education: With Particular Reference to Navajo Community Schools. ED 075 137
- Navy Careers**
The All Volunteer Navy and The Schools: Recommendations for Integration of Navy Careers into Career Education. Final Report. ED 075 602
- Nebraska**
Five Tough Questions. ED 074 581//
- Negative Forms (Language)**
Negative Transportation and Tag-Questions. ED 074 835
- Negro Culture**
Black Arts in Today's Curriculum. ED 074 951
Curricular Approaches to African and Afro-American Studies. ED 074 952
Pan-Africanist Approach to Modern Language Study. ED 074 957
Right On, A List of Books By and About the American Negro. ED 075 061
- Negro Dialects**
An Experiment in Teaching Reading to Bilingual Kindergarten Children. Research and Development Memorandum No. 102. ED 074 465
The Forsaken Lover: White Words and Black People. ED 074 493//
A Test of Proficiency in Black Standard and Nonstandard Speech. Research and Development Memorandum #101. ED 075 497
Variations in the Structure and Use of Standard English. Final Report. ED 074 526
- Negro Education**
An Analysis of the Satisfaction with College Experienced by Special Project Students, Primarily Inner-City and Negro, at a Non-Metropolitan University as Measured by the College Student Questionnaire. ED 075 006//
Black Psychology. ED 075 542//
Special Needs of Minorities in Higher Education and Methods of Meeting Needs. A Discussion Paper for the Master Plan for Higher Education in Connecticut. ED 074 903
- Negro Employment**
Opening the Skilled Construction Trades to Blacks: A Study of the Washington and Indianapolis Plans for Minority Employment. Final Report. ED 075 590//
- Negroes**
Language and Aggression: An Exploratory Study Amongst Black and Puerto Rican Youth. ED 074 502

- The Life Sciences and Society: An Approach to the Study of the Black Experience. ED 074 959
 Paying for Our Schools: Is There a Better Way? Group I. ED 074 640
 Paying for Our Schools: Is There a Better Way? Group III. ED 074 642
 Right On. A List of Books By and About the American Negro. ED 075 061
- Negro Leadership**
 The Life Sciences and Society: An Approach to the Study of the Black Experience. ED 074 959
- Negro Literature**
 The Forsaken Lover: White Words and Black People. ED 074 493//
- Negro Role**
 The Black Plateau. ED 075 525
 The Forsaken Lover: White Words and Black People. ED 074 493//
 The Role Expectation of the Black Urban Principal as Perceived by Himself, Administrators, Influentials, and Other Active Community Persons. ED 075 527
- Negro Students**
 Differential Faculty Attitudes Towards Blacks, Females and Students in General. ED 074 418
 Identification of Gifted and Creative Children and Youth Among Black Disadvantaged Groups. A Symposium/Workshop Presented by Members of the Bi-Racial Identification Committee. ED 075 462//
- Negro Teachers**
 Ambiguities in Race Relations: Blacks and Whites in Higher Education. ED 074 924
- Neighborhood**
 Changing Neighborhood and Clique Structure in Two Missouri Communities, 1955-66. ED 074 353
- Neighborhood Youth Corps**
 Fulfilling the Potential of NYC-2. The Pre-Program Orientation: Toward Enhancing Success in NYC-2 Job Training. Final Report. ED 075 658//
 The Neighborhood Youth Corps Goes to Fiji: Job Training for Another Society's Disadvantaged Youth. Final Report. ED 075 654//
- Netherlands**
 Development Project Low-Cost Comprehensive School in Lelystad, the Netherlands. ED 074 635
- New Careers**
 National Assessment of the New Careers Program, July 1967-October 1969. Final Report. ED 075 585//
 New Careers Positions Descriptions: Sourcebook for Trainers, Entry Level. ED 075 595//
- New England**
 A Survey of Verb Forms in the Eastern United States. ED 074 797//
- New Jersey**
 The Hispanic Experience in New Jersey Schools: An Issue Paper on a Topical Subject in Education. ED 074 831
- Newsletters**
 Computing Newsletter for Schools of Business. ED 074 702//
 Intercultural Studies Information Service. Volume 1, Number 2. ED 075 299
 Materiales en Marcha para el Esfuerzo Bilingue-Bicultural (Materials on the March for the Promotion of Bilingualism/Biculturalism). September 1972. ED 074 833
- News Media**
 A Free and Responsive Press. The Twentieth Century Fund Task Force Report for a National News Council. ED 074 717//
- Newspapers**
 A Free and Responsive Press. The Twentieth Century Fund Task Force Report for a National News Council. ED 074 717//
 Survey of Minority Participation on Michigan Newspapers and in Michigan Schools of Journalism. Research Report No. 8. ED 075 107
- New York**
 Ethnic Studies in Elementary Schools and Secondary Schools in New York. ED 075 558
 Research and Publications in New York State History 1971-72. ED 075 329
 Teacher Education Programs and Certification Policies. 1972 Edition. ED 075 365
- New York City**
 Final Report of an Evaluation of the Corrective Reading Services in Non Public Schools, July 1972. ED 075 548
 Final Report of an Evaluation of the ESEA Title I Programs, Community School District 1, Board of Education of the City of New York. ED 075 550
 Final Report of High School Homework Helper Program. Summer 1972. ED 075 549
 Final Report of the Evaluation of the 1971-72 Benjamin Franklin Urban League Street Academy. ED 075 557
- New York State**
 A Comparison of the Verbal Behaviors of Teachers in Interaction with Migrant and Non-Migrant Students. ED 075 160
- New Zealand**
 Children's Reading Interests: A Wellington Survey. ED 074 452//
- Night Schools**
 Report of Sarawak Council for Further Education. ED 074 377
- Nonbook Materials**
 The Library Picture File: A Complete System of How to Process and Organize. ED 075 053
 The Pamphlet Library: Use of the Sha-Frame System. ED 075 055
- Non English Speaking**
 The "Graduate" Study. ED 074 794
 Reception Areas of Non-English Speaking Pupils: An Extension of Cost Analysis Data. ED 074 795
- Nongraded Classes**
 Nongraded Schools. Educational Management Review Series Number 16. ED 074 608
- Nongraded System**
 Nongraded Schools. Educational Management Review Series Number 16. ED 074 608
- Nonprint Media**
 The Audio-Tape Collection: A Library Manual on Sources, Processing, and Organization. ED 075 057
- Nonprofessional Personnel**
 The Buddy System Model: Community-Based Delinquency Prevention Utilizing Indigenous Nonprofessionals as Behavior Change Agents. ED 074 394
 Library Technical Assistant -- A Paraprofessional Training Institute, Interim Report. ED 075 033
- Nonreservation American Indians**
 A Study of the Socioeconomic Status of Michigan Indians, 1971. ED 075 127
- Nonstandard Dialects**
 Co-lingualism, Anthropological Linguistics and Compensatory Education. ED 074 832
 The Language of the Disadvantaged Child: A Deficient Language? ED 075 097
 A Test of Proficiency in Black Standard and Nonstandard Speech. Research and Development Memorandum #101. ED 075 497
- Nonverbal Communication**
 Observing and Recording Nonverbal Data in Human Transactions. ED 074 528
- Nonverbal Learning**
 Do Preschoolers Learning to Sort Prefer the Help of Vygotsky or Piaget? ED 075 094
- Nonverbal Tests**
 Tests in Spanish and Other Languages and Nonverbal Tests for Children in Bilingual Programs: An Annotated B.E.A.R.U. Bibliography. ED 074 852
- Norm Referenced Tests**
 The Relationship of Evaluations of Students' Cognitive Performance to their Self Concept Assessments and Mental Health Status. ED 074 424
- North America**
 Teaching About North America. ED 075 309
- North Carolina**
 [A Description of Project F. O. O. D.--Focus on Optimal Development of Children, Durham, North Carolina.] ED 075 540
 Migrant Education Administrative Handbook. Revised April 1973. ED 075 151
- North Dakota**
 Annual Report of the North Dakota State Advisory Council for Vocational Education (Third), December 1972. ED 075 669
 Identification of Common Content in Courses Offered by Various Vocational Services at the Secondary Level. Final Report. ED 075 622
 Teaching for Employability. ED 075 621
- Norway**
 Some Trends and Reforms in the Educational Policy of Norway in the Light of the Concept of Life-Long Education. ED 074 368
- Novels**
 Introducing Literature of the Minorities. ED 074 501
- Nuclear Warfare**
 Civil Defense, U. S. A.: A Programmed Orientation to Civil Defense. Unit 1. Civil Defense - Protection Against What? ED 074 311
 Civil Defense, U. S. A.: A Programmed Orientation to Civil Defense. Unit 2. Nuclear Weapons Effects and Shelter. ED 074 312

244 Subject Index

Number Concepts

Some Factors Associated with Pupils' Performance on Examples Involving Selected Variations of the Distributive Idea. ED 075 199

Nursing

Regents External Degree Associate in Applied Science in Nursing. ED 074 938

Nursing Homes

How to Plan an Inservice Education for (Your) Nursing Home. ED 074 361//

Inservice Education: Consultation and Related Services for Nursing Home Personnel. Final Report. ED 074 359//

Nursing Home Trainer Program Information Service. A Selected Bibliography. ED 074 360//

Nursing Home Trainer Program

Inservice Education: Consultation and Related Services for Nursing Home Personnel. Final Report. ED 074 359//

Nursing Home Trainer Program Information Service. A Selected Bibliography. ED 074 360//

Nutrition

[A Description of Project F. O. O. D.--Focus on Optimal Development of Children, Durham, North Carolina.] ED 075 540

Practices of Low-Income Families in Feeding Infants and Small Children, With Particular Attention to Cultural Subgroups. ED 075 564

Screening Children for Nutritional Status: Suggestions for Child Health Programs. ED 075 429

Nutrition Instruction

Nutrition for Athletes. A Handbook for Coaches. ED 075 401

Tennessee's Extension Food and Nutrition Education Program. ED 075 428

Objectives

Goals for the System of Higher Education; Role and Scope of Constituent Units; Number and Location of Institutional Units. ED 074 915

Guidelines for the Preparation of Teachers of Mathematics. ED 075 226

Librarians Workshop: Library Goals, Objectives, Program, Evaluation. ED 075 060

[Management By Objectives Program.] ED 075 300

Objective Tests

Massachusetts Application of National Assessment Items in Citizenship and Science. ED 075 490

Observation

Approaches to Use of Observational Methods of a Study of Parent-Child Interaction. ED 075 072

Clustering and Socially-Directed Behaviors in a Playgroup of One-Year Olds. Appendix 2. ED 075 073

Observational Learning

Vicarious Influences on Children's Creative Behavior. ED 075 089

Occupational Aspiration

Correlates of the Perception of Occupational Prestige. ED 074 411

Determining Occupational Emphases for High School Program Design. Final Report. ED 075 572

Dissonance Reduction Through Shifting Occupational Involvement. ED 074 413

Educational and Occupational Aspirations and Expectations of El Paso High School Students. ED 075 156

Status Consistency of the Projected Frames of Reference of Rural Males.

Women: Personal and Environmental Factors in Career Choice. ED 074 400

Occupational Choice

Career Education (Alabama). ED 075 662

Occupational Clusters

Research Model for Levels Nine and Ten: Lincoln County School Based Model for Career Education, Volume III of Volume I. ED 075 613

A Suggestive Resource Unit for Levels Seven and Eight Using the Occupational Clusters in Career Orientation, Volume II of Volume I. ED 075 612

Occupational Diseases

The Health-Impaired Miner Under the Black Lung Legislation. Revised. ED 074 380

Occupational Guidance

The Development and Implementation of a Statewide Evaluation System. ED 075 508

Learning Laboratories for Unemployed, Out-of-School Youth. Occupational Orientation. ED 074 349

The Neighborhood Youth Corps Goes to Fiji: Job Training for Another Society's Disadvantaged Youth. Final Report. ED 075 654//

Occupational Information

The All Volunteer Navy and The Schools: Recommendations for Integration of Navy Careers into Career Education. Final Report. ED 075 602

Cursos in Educacion Vocacional (Courses in Vocational Education): A Spanish Language Introduction to the Various Areas of Vocational and Technical Education Commonly Available in the Vocational Secondary Schools of Pennsylvania. ED 074 826

Lincoln County Exemplary Program in Vocational Education, Resource Units Developed by Exemplary Teachers for Grades 1-12, Volume IV of Volume I. ED 075 611

"Operation Bridge" - An Innovative Comprehensive Vocational Education Program for Disadvantaged Youth. Second Interim Report. ED 075 578

The Role of Industrial Arts in Career Education. ED 075 650

Status Report of 1970-71 WMU Graduates Certified for Business Education Teaching. ED 075 354

Suggestions for Developing an Occupational Library. ED 075 618

A Suggestive Resource Unit for Levels Seven and Eight Using the Occupational Clusters in Career Orientation, Volume II of Volume I. ED 075 612

Occupational Surveys

Allied Health Manpower in Ohio: Employment Trends and Prospects. ED 075 644

Mexican American Youth and Vocational Education in Texas: Summary and Recommendations. INSTbbb02780 ED 075 117

Occupational Demand in Minnesota for 1973. ED 075 663

Occupational Needs Survey for the Okaloosa-Walton Junior College District Conducted During July and August, 1971. ED 075 500

Status Report of 1970-71 WMU Graduates Certified for Business Education Teaching. ED 075 354

Occupational Tests

An Examination of the Validity of Holland's Constructs for Adult Women. ED 074 399

Occupational Therapy

Occupational Rehabilitation and Placement of the Disabled. ED 075 600

Office Occupations Education

Development and Pilot Test of a Career-Oriented, Peer-Instructional Model in the Office Cluster of Business Occupations. Final Report. ED 075 603

Office of Education

Office of Education Instructional Codes, Titles and Definitions for Use in Distributive Education. ED 075 629

Officer Personnel

An Historical Analysis of the United States Naval Academy Graduates in the United States Air Force. ED 074 372//

Ohio

Allied Health Manpower in Ohio: Employment Trends and Prospects. ED 075 644

Career Motivation: Curriculum Guide for Grades K-6. Ohio's Career Continuum. ED 075 641

Oklahoma

Annual Report of the Oklahoma State Advisory Council Vocational-Technical Education (Fourth). ED 075 652

Oklahoma Curriculum Guide for Teaching Safety Education. ED 075 664

Older Adults

Employability Plan Instructor's Guide to be Used with Employability Plan Reference Manual. Older Worker Specialist Training. ED 074 323

English for "Old" Canadians: The Finnish Project in British Columbia. ED 074 383

The Guide for In-Service Training for Developing Services for Older Persons. A Report of the APWA - California Project. ED 074 374

Training for New Trends in Clubs and Centers for Older Persons. ED 074 344

Open Education

Hints for Survival in Open Plan Schools. ED 074 611

Open Education A Beginning. ED 074 730//

Open Education: An Abstract Bibliography. ED 075 099

An Open University for the Midlands: Why and For Whom? ED 074 896

A Practical Guide To The Open Classroom. ED 074 737//

Open Enrollment

Some Problems in the Planning of Higher Education in the USSR. ED 074 885

Open Plan Schools

Hints for Survival in Open Plan Schools. ED 074 611

A Plan for Action or How To Change Old Schools into Open Space Schools Without Any Money! A Workshop. ED 074 632

Operations Research

Self-Paced Physics, Documentation Report, Management System Report 5.4a. ED 075 255

Opinions

Discrimination and Integration in the Foundations of Education. ED 075 343

Florida Educational Opinion Survey, 1970. ED 074 630

Opinion Leaders in the Organizational Structure of Two State Divisions of Vocational and Technical Education. Final Report. ED 075 573

Oral Communication

The Effects of Induced "E" [Experimenter] Bias on the Reading of Instructions during a Behavioral Experiment. ED 074 449

- Oral History (Research Method)**
Selections from the Fifth and Sixth National Colloquia on Oral History. ED 074 544//
- Orchestras**
Orchestra, Junior. Course Number: Music: 5601. ED 075 313
- Oregon**
Impact 6 of the Title VI Programs in the State of Oregon September, 1971-August, 1972. ED 074 681
- Organization**
The Emerging Regional Educational Service Agency: The Newest Member of the Restructured State School System. ED 074 578//
Natural Organization and Education. ED 075 285
An Optimum Reading Program for Grades K-12 and School District Organization. ED 074 572//
Planning for School District Organization -- Selected Position Papers. ED 074 566
The Relationship of Curriculum to School District Organization. ED 074 570//
- Organizational Change**
On Converting a Teacher College. ED 075 357
- Organizational Climate**
Management Styles. Educational Management Review Series Number 17. ED 074 607
The National Educational Establishment: Its Impact on Federal Programs and Institutional Policies. ED 074 931
- Organizational Development**
An Assessment of a Survey Feedback-Problem Solving-Collective Decision Intervention in Schools. Final Report. ED 074 602
- Organizations (Groups)**
What Is, Or Should Be, The AGB? A Report from the Membership. ED 074 964
- Orientation**
Fulfilling the Potential of NYC-2. The Pre-Program Orientation: Toward Enhancing Success in NYC-2 Job Training. Final Report. ED 075 658//
- Osceola**
Osceola. The Story of an American Indian. ED 075 123//
- Outdoor Education**
Basic Steps in Planning Outdoor Education Day-Camping Programs. A Definitive Statement to Assist Teachers Involved in Day-Camping Programs. ED 075 139
An Evaluation of an Interdisciplinary Program in an Elementary Teacher-Education Curriculum. ED 075 115
A Handbook for Outdoor Education on the Preserves of the Natural History Section, Nassau County Museum. ED 075 141
A Parents Guide to Outdoor Education (A Project Study-School Day Camping Program for Sixth Grade Boys and Girls). ED 075 140
Photography in Outdoor Education. ED 075 138
A Teachers' Guide for the Outdoor School Program. ED 075 120
- Out of School Youth**
Adult Distributive Education. ED 075 649
Evaluation Report: The City University of New York College Adapter Program. ED 074 970//
- Painting**
Reflections on Two Media. ED 074 724
- Paired Associate Learning**
Paired-Associate Learning. ED 074 456//
Pronouncing as a Method of Choice in Verbal Discrimination Learning. Technical Report. ED 074 464
- Pakistan**
Selected Bibliography of Educational Materials in Pakistan, Vol. 5 No. 1, 1971: Period Covered, January-March 1971. ED 074 845
Selected Bibliography of Educational Materials in Pakistan, Vol. 5 No. 2, 1971: Period Covered, April-June 1971. ED 074 846
Selected Bibliography of Educational Materials in Pakistan, Vol. 5 No. 3, 1971: Period Covered, July-September 1971. ED 074 847
- Pamphlets**
The Pamphlet Library: Use of the Sha-Frame System. ED 075 055
Special Action Office for Drug Abuse Prevention Answers the Most Frequently Asked Questions About Drug Abuse. ED 075 187
- Paragraphs**
Learning, Organization, and the Integration of Written Prose. ED 074 498
- Paraprofessional School Personnel**
The Effectiveness of Paraprofessional Students As Behavior Consultants to Teachers. Final Report. ED 075 421
Reflections of the Community: The Community Aide and Consumer and Homemaking Education. ED 075 607
[Values: Freedom to Learn]. ED 075 419
- Parent Child Relationship**
Approaches to Use of Observational Methods of a Study of Parent-Child Interaction. ED 075 072
Attachment Behavior in Thirteen-Month-Old, Opposite Sex Twins. ED 075 079
- Parent Education**
Piagetian Theory on Imitative Behavior in Childhood: Direction for Parent-Infant Education. ED 075 091
- Parent Influence**
The Effect of Incentives on Reading Readiness Skills. Final Report. ED 075 093
Laboratory Studies of Imitation and Language Acquisition: Is there an Interface with the Normal Environment? ED 075 081
Parents' Ability to Attend to Children: Predictors of Intelligence. ED 075 067
- Parent Participation**
An Evaluation of a Staff- and Community-Implemented Model Integrating Career Development Concepts in a Total Educational Program, K-12. Final Report. ED 075 601
Parent Involvement Staff Handbook: A Manual for Child Development Programs. ED 075 074
- Parent Role**
A Cooperative Parent-Teacher Model Using the Project LIFE Instructional System. ED 074 651
Identifying Good Teachers of Reading. Successful Teachers of Reading, Who are They? ED 074 454
School and Home Co-operation and the Reading Achievement of First Grade Pupils. ED 074 469//
- Parents**
A Parents Guide to Outdoor Education (A Project Study-School Day Camping Program for Sixth Grade Boys and Girls). ED 075 140
- Parsonian Theory**
Children's Discrimination of Sibling Role Concepts. ED 075 077
- Participant Satisfaction**
Factors Influencing Farmers to Stay In or Drop Out of the Young Farmer Program in Wisconsin. ED 075 617
- Participation**
Survey of Minority Participation on Michigan Newspapers and in Michigan Schools of Journalism. Research Report No. 8. ED 075 107
- Patterned Responses**
The Effect Of Visual Prompting On Learning. ED 074 736
- Pattern Recognition**
Preliminary Studies on a Test of Pattern Learning for Aptitude Assessment With Disadvantaged Students. Final Report. ED 075 555
The Role of Comprehension in Learning Concrete and Abstract Sentences. ED 074 443
- Peace**
Humanistic Worldmindedness and Peace Proposal Preferences in Pacifist, ROTC, and Random Student Samples. ED 075 282
Selected War/Peace Curriculum Units Available for High School Level Teaching. Developmental Draft. ED 075 267
Teaching About Peace Issues. A Peace Education Kit. ED 075 286//
War. Peace. Film Guide. ED 075 310
- Peer Relationship**
Teacher Verbal Behavior and Classroom Social Structure. ED 075 389
- Peer Teaching**
A Field Test of the Effectiveness of One of the Utah State University Protocol Training Materials, In An Inservice Workshop Setting. ED 075 341
Students Helping Students Program, 1971-72. Final Report. ED 074 473
- Pennsylvania**
Philadelphia's Parkway Program: An Evaluation. ED 075 534
Standards for the Operation of Special Education Programs and Services. ED 074 646
- Perception**
Can Humor Increase Persuasion, Or Is It All a Joke? ED 074 553
A Comparison of Perceptions Held by Principals, Counselors and Apprentices in Selected Psychological, Educational and Socio-Economic Areas. ED 075 630//
The Generalizability of Source Credibility Scales for Public Figures. ED 074 560
The General Public Views the University: A Report of Community Interviews. ED 075 003
Perception and Reading. Proceedings of the Annual Convention of the International Reading Association (12th, Seattle, May 1967). Volume 12, Part 4. ED 074 442
Perceptions of Success and Failure by Disadvantaged Elementary School Children. Final Report. ED 075 554
Perceptual Capacities of Retarded and Normal Children. Final Report. ED 074 692
- Perceptual Development**
Annotated Bibliography on Perceptual-Motor Development. ED 075 399

246 Subject Index

Perceptually Handicapped

- Handbook of Visual Perceptual Training.
ED 074 448//
Improving Visual Skills; A Guide for Teachers
of the Handicapped.
ED 074 647

Perceptual Motor Coordination

- Annotated Bibliography on Perceptual-Motor
Development.
ED 075 399
Foundations & Practices in Perceptual Motor
Learning-A Quest for Understanding.
ED 075 398
Review of Motor Development, Perceptual-
Motor and Physical Fitness Testing.
ED 075 454//

Perceptual Motor Learning

- Annotated Bibliography on Perceptual-Motor
Development.
ED 075 399
Assessment of Motor Learning Through Mathe-
matical Analysis.
ED 075 453//
Foundations & Practices in Perceptual Motor
Learning-A Quest for Understanding.
ED 075 398

Performance

- Incidental and Relevant Learning with Instruc-
tional Objectives.
ED 074 732

Performance Based Teacher Education

- Case Study of Performance Based, Field
Oriented Education at the University of
Washington 1967-72.
ED 075 420
A Cooperative Program in Teacher Education.
ED 075 361
Counselor Education: A Program in Functional
Humanism.
ED 075 422
New York State and Certification by Com-
petency.
ED 074 511
Performance-Based Undergraduate Program for
the Education of Teachers at Brooklyn College.
ED 075 414
A Process of Developing an Instructional
Model and Staff for an Introductory Course for
Reading Teachers.
ED 074 459//
Teacher Corps, A Model for Training
Teachers. Position Paper.
ED 075 134

Performance Contracts

- A Critique of the Report by Irv Garfinkel and
Edward M. Gramlich entitled "A Statistical
Analysis of the OEO Experiment in Perfor-
mance Contracting."
ED 075 517
Performance Contracts - Success or Failure.
Contract Learning Projects, Grand Rapids
Public Schools, 1970-72.
ED 074 617

Performance Criteria

- Case Study of Performance Based, Field
Oriented Education at the University of
Washington 1967-72.
ED 075 420
Humanism and Accountability: Let No Man
Draw Asunder.
ED 075 483

Performance Factors

- The Effects of Empirical Program Revision and
the Presentation of Objectives on Student Per-
formance.
ED 074 712
Evaluating Achievement of the Mentally Ret-
arded: A Comprehensive Process.
ED 075 456//
Performance and Attitude Guidance Selection
Model for Vocational Training. Final Report.
ED 075 615
Personality Characteristics and Performance on
Computer Assisted Instruction and Pro-
grammed Text.
ED 074 750
A Video Tape Technique for Assessing
Behavioral Correlates of Academic Perfor-
mance.
ED 074 747

Performance Specifications

- Cable Television: The Process of Franchising.
ED 074 780//
Head Start Program Performance Standards.
OCD-HS Head Start Policy Manual.
ED 075 082

Performance Tests

- Children's Physical Developmental Scale.
ED 075 455//
Prediction of Procrastination in a Self-Pacing
Instructional System.
ED 075 501

Periodicals

- Annotated/Categorized Bibliography of Social
Science Journals.
ED 075 302
Annual Conference in Rhetorical Criticism:
Commended Papers (6th, California State
Univ., Hayward, May, 1972).
ED 074 558
Aspects of Reading.
ED 074 478
TOC: Table of Contents Practices of Primary
Journals--Recommendations for Monolingual,
Multilingual and International Journals.
ED 075 042//

Persistence

- The Aims and Needs of College Vocational
Education Dropouts. A Research Report.
ED 075 579

Personal Growth

- Effects of Two Experiential Approaches on At-
titudes Toward Growth Groups.
ED 074 428

Personality Assessment

- The Relationship Between Measured Self-Ac-
tualization and Student Teacher Effectiveness.
ED 075 395

Personality Change

- Personality Changes Associated With a College
Education.
ED 074 987

Personality Tests

- An Examination of the Validity of Holland's
Constructs for Adult Women.
ED 074 399

Personal Values

- Belief System Change in Student Teachers.
ED 075 368

Personnel Evaluation

- Meta-Evaluation Applied: The Evaluation of a
Large Scale Evaluation System.
ED 075 509

Personnel Policy

- School Board Policies on Leaves and Absences.
Educational Policies Development Kit.
ED 074 618

Persuasive Discourse

- Annual Conference in Rhetorical Criticism:
Commended Papers (6th, California State
Univ., Hayward, May, 1972).
ED 074 558
Can Humor Increase Persuasion, Or Is It All a
Joke?
ED 074 553
The Development of a Criterion-Related Read-
ing Comprehension Test for Exposition and Ar-
gument.
ED 074 462//
[Iowa Studies in Rhetoric.]
ED 074 530
Modern Trends in Persuasion in Business and
Industry.
ED 074 564
Persuasion and the Mass Communication
Process.
ED 074 563//
Television and the New Persuasion.
Proceedings of the Annual Symposium on Is-
sues in Public Communication (3rd, Lawrence,
Kansas, July 16-17, 1970).
ED 074 543//
A Test of Hypotheses Derived from Osborn,
Piaget and Osgood, Concerning the Metaphor.
ED 074 561
Trends in Political Persuasion in the United
States.
ED 075 655

Peru

- Life-Long Education in the Peruvian Revolu-
tion: Meaning, Realizations and Perspectives.
ED 074 336

Petroleum Industry

- Environmental Conservation. The Oil and Gas
Industries, Volume One.
ED 075 164//

Phoneme-Grapheme Correspondence

- Current Basic Research in Beginning Reading.
ED 074 444

Phonemes

- Modes of Transcription in Natural Languages.
ED 074 860

Phonetics

- Onomatopoeia, Gesture, and Synaesthesia in
the Perception of Poetic Meaning.
ED 074 552

Phonics

- A Course in Spoken English for Navajos:
Second Year Program. Language Laboratory
No. II.
ED 074 802
A Course in Spoken English for Navajos: First
Year Program. Language Laboratory No. I.
ED 074 803
Current Basic Research in Beginning Reading.
ED 074 444

Phonology

- Towards a Typology of Ludlings, or Play-Lan-
guages.
ED 074 837

Phonotape Recordings

- The Audio-Tape Collection: A Library Manual
on Sources, Processing, and Organization.
ED 075 057
A Basic Audio-Tape Collection: Lecture Pro-
grams for the Academic Library.
ED 075 056

Photographs

- Sources of Information and Materials: Maps
and Aerial Photographs. A Reference Book.
ED 075 266

Photography

- Photography in Outdoor Education.
ED 075 138

Physical Design Needs

- Highway Accident Report: Schoolbus/Automobile
Collision and Fire, Near Reston, Virginia,
February 29, 1972.
ED 074 633

Physical Development

- Children's Physical Developmental Scale.
ED 075 455//

Physical Education

- Abstracts of Research Papers 1970.
ED 075 405
Abstracts of Research Papers 1971.
ED 075 404
Annual Safety Education Review 1970.
ED 075 406
Annual Safety Education Review 1971.
ED 075 407
Annual Safety Education Review 1972.
ED 075 408
Answers to Health Questions in Physical Edu-
cation.
ED 075 434
Completed Research in Health, Physical Edu-
cation, and Recreation Including International
Sources, Vol. 14, 1972 Edition.
ED 075 402
Completed Research in Health, Physical Edu-
cation, and Recreation Including International
Sources, Vol. 13, 1971 Edition.
ED 075 403
Foundations & Practices in Perceptual Motor
Learning-A Quest for Understanding.
ED 075 398
Nutrition for Athletes. A Handbook for
Coaches.
ED 075 401
Selected Volleyball Articles. Sports Articles
Reprint Series.
ED 075 355

Physical Environment

- The Northern Eskimos of Alaska. A Source
Book.
ED 075 144

- Physical Fitness**
Answers to Health Questions in Physical Education. ED 075 434
Review of Motor Development, Perceptual-Motor and Physical Fitness Testing. ED 075 454//
- Physical Health**
High School Health Fairs. Manual for Conducting Medical Examinations for Students in a Large Urban High School. ED 075 544
- Physically Handicapped**
Communication for Handicapped Children. Final Report. ED 074 688
Occupational Rehabilitation and Placement of the Disabled. ED 075 600
Physically Handicapped/Special Health Problems and Cerebral Palsy; A Selective Bibliography. Exceptional Child Bibliography Series No. 628. ED 074 682
Primary Handicaps of Students in Programs for the Physically Handicapped. ED 074 680
- Physical Recreation Programs**
Selected Volleyball Articles. Sports Articles Reprint Series. ED 075 355
- Physical Sciences**
Physical Science-Supplement: Project Oriented. ED 075 441
- Physicians**
Medical Education for Tennessee. A Report of the Tennessee Higher Education Commission. ED 074 955
Physicians-in-Residence: A Demonstration Project in Continuing Education. ED 075 604
- Physics**
Remedial Sheets for Progress Checks, Segments 19-40. ED 075 250
Revised Listing of Objectives, Appendix 1. ED 075 257
Self-Paced Physics, Course Materials. ED 075 236
Self-Paced Physics, Documentation Report, Final Report 5.0. ED 075 254
Self-Paced Physics, Documentation Report, Management System Report 5.4a. ED 075 255
Self-Paced Physics, Documentation Report, Test Item Bank 5.3. ED 075 258
Self-Paced Physics, Documentation Report, Revision Process Documentation 5.5. ED 075 259
Self-Paced Physics, Instructor Manual. ED 075 237
Self-Paced Physics, Segment 18. ED 075 242
Self-Paced Physics, Segment 41A-41E. ED 075 248
Self-Paced Physics, Segments 15-17. ED 075 241
Self-Paced Physics, Segments 19-23. ED 075 243
Self-Paced Physics, Segments 24-27. ED 075 244
Self-Paced Physics, Segments 28-31. ED 075 245
Self-Paced Physics, Segments 32-36. ED 075 246
Self-Paced Physics, Segments 37-40. ED 075 247
- Piaget (Jean)**
The Degree and Nature of the Relations Between Traditional Psychometric and Piagetian Developmental Measures of Mental Development. ED 075 485
Evaluation of Cognitive Development with Piaget-Type Tests: Study of Young Bright, Average, and Retarded Children. Final Report. ED 075 065
Piaget: Dictionary of Terms [Original Title: Dictionnaire D'Epistemologie Genetique]. ED 074 468//
- Piagetian Theory on Imitative Behavior in Childhood: Direction for Parent-Infant Education. ED 075 091
Piaget's Stage IV Object Concept Error: Evidence of Forgetting or Object Conception? ED 075 083
- Pictorial Stimuli**
The Effects of Pictures on the Acquisition of a Sight Vocabulary in Rural EMR Children. ED 074 752
- Pilot Projects**
Fulfilling the Potential of NYC-2: Using Government Agencies for Training the Disadvantaged for Employment in Public and Private Sectors: II. The Consortium Model. ED 075 638//
Rural Improvement Project (RIP). [Summary and Final Evaluation Report.] ED 075 159
Toward a Reconceptualization of Knowledge Utilization in Education. Volume 3. Final Reports of Pilot Studies. Final Report. ED 075 332
- Planning**
Instructional Costs of University Outputs. ED 074 968//
- Planning (Facilities)**
Acoustical Environments. Educational Facilities Review Series Number 16. ED 074 586
Cable Television: Technical Considerations in Franchising Major Market Systems. ED 074 782//
Development Project Low-Cost Comprehensive School in Lelystad, the Netherlands. ED 074 635
A Plan for Action or How To Change Old Schools into Open Space Schools Without Any Money! A Workshop. ED 074 632
Site Selection. Educational Facilities Review Series Number 18. ED 074 609
Suggestions Toward a Small Video Facility. ED 074 723
- Planning Programing Budgeting Systems**
Cost Utility: An Aid to Decision Making. ED 074 623
- Poetry**
I am Joaquin. Yo Soy Joaquin. An Epic Poem with a Chronology of People and Events in Mexican and Mexican American History. ED 075 122//
Onomatopoeia, Gesture, and Synaesthesia in the Perception of Poetic Meaning. ED 074 552
Pass the Poetry, Please! Using Poetry in Pre-Kindergarten-Six Classrooms. ED 074 495//
- Policy**
The Proposed Transfer of the Indian Bureau to the Department of War. ED 075 109
- Policy Formation**
Busing: A Review of "the Evidence." ED 075 535
The Double Double Standard: A Reply. ED 075 536
Is Our Evolving Social Policy for Children Based on Fact or Fiction? ED 075 080
Manpower Policy for Scientists and Engineers. ED 075 680
Proceedings of National Conference on State and Local Manpower Planning (Salt Lake City, Utah, April 28-30, 1971). ED 075 592//
School Board Policies on Leaves and Absences. Educational Policies Development Kit. ED 074 618
Some Trends and Reforms in the Educational Policy of Norway in the Light of the Concept of Life-Long Education. ED 074 368
- Political Affiliation**
Teacher Characteristics and Collective Bargaining Militancy. ED 074 604
- Political Attitudes**
Communication Correlates of Commitment. ED 074 554
Humanistic Worldmindedness and Peace Proposal Preferences in Pacifist, ROTC, and Random Student Samples. ED 075 282
Political Legitimacy and Revolution. ED 075 288
In Search of Life-Long Education. ED 074 335
Trends in Political Persuasion in the United States. ED 074 565
- Political Influences**
Conflict and the Collaborative Process: Antecedents and Consequences of Two Inter-Agency Programs. ED 074 622
Forces Affecting Educational Decisions. ED 074 636
- Political Legitimacy**
Political Legitimacy and Revolution. ED 075 288
- Political Power**
Political Legitimacy and Revolution. ED 075 288
- Political Science**
Methodological Advances in Political Gaming: The One-Person Computer Interactive, Quasi-Rigid Rule Game. ED 074 693//
Political Legitimacy and Revolution. ED 075 288
- Politics**
The 1972 Campaign for the United States Senate in North Carolina: Debate or Educational Television. ED 074 548
Education and Politics: A Shotgun Wedding. Position Paper. ED 075 161
- Pollution**
Cognitive and Affective Orientations of Elementary School Children Toward Air, Water, and Soil Pollution. ED 075 178//
Environmental Conservation. The Oil and Gas Industries, Volume One. ED 075 164//
- Pontiac School District**
A Junior High School Industrial Technology Demonstration Program The World of Construction, 1969-1970. Final Report. ED 075 661
- Population Education**
The Effects on Achievement of Using the Forced Inferential Response Mode in an Intermediate Grade Population-Geography Unit. ED 075 317
Environment and Population. A Sourcebook for Teachers. ED 075 315
Teaching Notes on Population. ED 075 298
- Population Growth**
Environment and Population. A Sourcebook for Teachers. ED 075 315
Population Growth and Resource Requirements for U.S. Education. ED 074 583
- Population Trends**
Current Literature in Family Planning, November 1972, No. 51. ED 075 189
Demographic Change and Local School District Organization. ED 074 568//
Situation Report-Ghana, India, and South Africa. ED 075 228
Teaching Notes on Population. ED 075 298
- Post Secondary Education**
A Forecast of Changes in Postsecondary Education. ED 074 919

- Forum 23: Three Case Studies of Instructional Change. ED 075 026
- Reverse Transfers: Students who Transfer from Four-Year Colleges to Two-Year Colleges. ED 075 018
- The Role of Postsecondary Occupational Education. ED 075 651
- Role of the Academic Dean in Implementing Accountability: Anatomy of a Conference for Deans of Instruction in Two-Year Colleges. ED 075 014
- San Francisco Bay Area Environmental Education Needs Study. ED 075 620
- Upper Extension of Two-Year Colleges -- The 10 Year Look: 1963-1972. ED 075 019
- Power Structure**
- An Assessment of a Survey Feedback-Problem Solving-Collective Decision Intervention in Schools. Final Report. ED 074 602
- Conflict and the Collaborative Process: Antecedents and Consequences of Two Inter-Agency Programs. ED 074 622
- Political Legitimacy and Revolution. ED 075 288
- Practicum Supervision**
- University of Tennessee--Cinch-Powell Student Teaching Project. ED 075 416
- Prediction**
- Differential Relationship with Grade Criteria for Predictors at Varying Levels of Freshman Grade Complexity. ED 075 511
- Population Growth and Resource Requirements for U.S. Education. ED 074 583
- The Prediction of AWOL, Military Skills, and Leadership Potential. ED 074 342
- Predictive Ability (Testing)**
- Alternates to Psychological Testing or How We've Turned a Silk Purse into a Sow's Ear. ED 075 469//
- The Degree and Nature of the Relations Between Traditional Psychometric and Piagetian Developmental Measures of Mental Development. ED 075 485
- Evaluating Achievement of the Mentally Retarded: A Comprehensive Process. ED 075 456//
- Prediction of Procrastination in a Self-Pacing Instructional System. ED 075 501
- Preliminary Studies on a Test of Pattern Learning for Aptitude Assessment With Disadvantaged Students. Final Report. ED 075 555
- Predictive Measurement**
- Predictive Models for Success in Occupational Education. Occupational Research Project Final Report. ED 075 598
- Predictive Validity**
- Recall and Recognition of Pictures by Children as a Function of Organization and of Distractor Similarity. ED 075 075
- Predictor Variables**
- An Empirical Comparison of the Accuracy of Selected Multivariate Classification Rules. ED 075 496
- Prereading Experience**
- Mi Libro: Initial Reading in Spanish--Pre-Reading Workbook, Teacher's Edition. ED 074 830
- Preschool Children**
- Attachment Behavior in Thirteen-Month-Old, Opposite Sex Twins. ED 075 079
- Attention & Cognitive Style, FY 1972. ED 075 087
- Children's Books 1972: A List of Books for Preschool Through Junior High School Age. ED 075 064
- Emphasis: Identification. ED 075 101
- Is Our Evolving Social Policy for Children Based on Fact or Fiction? ED 075 080
- A Report on State Programs for Young Children in Colorado. ED 075 088
- Socialization of Young Children: An Abstract Bibliography. ED 075 104
- Preschool Clinics**
- Elementary Teacher Training Specialization. ED 075 417
- Preschool Education**
- A Review of the Present Status and Future Needs in Day Care Research. A Working Paper. ED 075 673//
- Preschool Evaluation**
- Methods and Results of an Every-Child Program for the Early Identification of Developmental Deficits. ED 074 672
- Preschool Learning**
- Bilingual Education and Early Childhood. ED 074 868
- Preschool Programs**
- The Effect of Incentives on Reading Readiness Skills. Final Report. ED 075 093
- Patterns of Teacher Behavior in Preschool Programs. ED 075 092
- Tutors in the Vanguard System. ED 075 528
- Preservice Education**
- A Cooperative Program in Teacher Education. ED 075 361
- Elementary Teacher Training Specialization. ED 075 417
- Guidelines for the Preparation of Teachers of Mathematics. ED 075 226
- Hunter College TTT Program: Training the Teachers of Teachers Elementary Education. ED 075 433
- An Innovative Program for Preparing Secondary School Teachers in Science and Mathematics Education. ED 075 432
- Integrated Curriculum in Methods Courses. ED 075 363
- A Personal-Professional Development Program for Prospective Classroom Specialists in Teacher Education. ED 075 427
- A Process of Developing an Instructional Model and Staff for an Introductory Course for Reading Teachers. ED 074 459//
- Staff Development Through the Teacher Education Center Concept. ED 075 391
- A Strategy for Curriculum Development in Teacher Education. ED 075 397
- Teacher Educational Experiences Program: An Affective-Based Program of Self-Selection for Undergraduate Teacher Candidates. ED 075 423
- TURN ABOUT: A Competency-Based Teacher Education Program. ED 075 431
- University of Tennessee--Cinch-Powell Student Teaching Project. ED 075 416
- Press Opinion**
- A Free and Responsive Press. The Twentieth Century Fund Task Force Report for a National News Council. ED 074 717//
- Prevention**
- Emphasis: Prevention. ED 075 103
- Preventive Medicine**
- Screening Children for Nutritional Status: Suggestions for Child Health Programs. ED 075 429
- Prevocational Education**
- Learning to Earn a Living: A Resource Guide for Implementation of the State Curriculum for the Educable Mentally Retarded. ED 074 664
- Primary Education**
- A Description of Charles Dickens Annex, 1971-72. ED 074 610
- Strand I: Physical Health. Sensory Perception for Grades K-3. ED 075 435
- Strand I: Physical Health. Sensory Perception. Health Curriculum Materials Grades 4, 5, 6. ED 075 436
- Trends in Teacher Education. Number 12, Trends in the Ruralization of Primary School Curriculum in the Seventies and the Role of Teacher Education Institutions in Asian Countries. ED 075 118
- Primary Grades**
- Activities for Studying Seasonal Change, Grade Level K-1. Environmental Education Series, Bulletin No. 247-F. ED 075 222
- Curriculum Guide Functional Level A Exceptional Child Program. ED 074 657
- Emphasis: Identification. ED 075 101
- Emphasis: Prescription. ED 075 102
- Emphasis: Prevention. ED 075 103
- Things to Do....Activities for a Bilingual Classroom. ED 074 828
- Principals**
- The Black Plateau. ED 075 525
- A Comparative Study of the Philadelphia Leadership Program at the Pennsylvania State University. ED 075 526
- A Comparison of Perceptions Held by Principals, Counselors and Apprentices in Selected Psychological, Educational and Socio-Economic Areas. ED 075 630//
- The Development of a Leadership Training Process for Principals. Final Report. ED 074 615
- Management Styles. Educational Management Review Series Number 17. ED 074 607
- The Role Expectation of the Black Urban Principal as Perceived by Himself, Administrators, Influentials, and Other Active Community Persons. ED 075 527
- Prisoners**
- The Role of Correctional Industries--A Summary Report. ED 075 666
- Private Colleges**
- Higher Education: The Law and Campus Issues. ED 074 929
- Private Schools**
- Final Report of an Evaluation of the Corrective Reading Services in Non Public Schools, July 1972. ED 075 548
- Probability**
- An Empirical Comparison of the Accuracy of Selected Multivariate Classification Rules. ED 075 496
- Probability Theory**
- An Empirical Investigation of the Permutation T-Test as Compared to Student's T-Test and the Mann-Whitney U-Test. Report from the Quality Verification Program. ED 075 491
- Problems**
- Remedial Sheets for Progress Checks, Segments 1-14. ED 075 249
- Self-Paced Physics, Segment 18. ED 075 242

Problem Sets

- Self-Paced Physics, Segment 41A-41E. ED 075 248
- Self-Paced Physics, Segments 1-5. ED 075 238
- Self-Paced Physics, Segments 6-10. ED 075 239
- Self-Paced Physics, Segments 11-14. ED 075 240
- Self-Paced Physics, Segments 15-17. ED 075 241
- Self-Paced Physics, Segments 19-23. ED 075 243
- Self-Paced Physics, Segments 24-27. ED 075 244
- Self-Paced Physics, Segments 28-31. ED 075 245
- Self-Paced Physics, Segments 32-36. ED 075 246
- Self-Paced Physics, Segments 37-40. ED 075 247

Problem Solving

- Comparison of Two Instructional Strategies for Teaching the Solution to Verbal Problems. Final Report. ED 075 260
- The Effects of Time Limit on Correctness of Decision and Member Satisfaction in Decision-Making Group Discussions. ED 074 535
- Fluency, Flexibility, and Originality as a Function of Group Size. ED 075 195
- Methods for Introducing Analysis of Conflict Theory. ED 074 542
- The SOS-VUX Project: Study Needs and Study Obstacles in Adult Education. Background and Design. ED 074 347

Production Technicians

- The Identification and Comparison of the Tasks for the Occupational Role of Industrial Production Technologist. ED 075 636

Production Techniques

- Closed-Circuit Television Single-handed. ED 074 733//
- Small-Studio Video Tape Production. ED 074 704//

Productivity

- Education, Training, and the Urban Ghetto. ED 075 543//

Professional Associations

- National Advisory Council on Adult Education: Annual Report. ED 074 341
- The National Educational Establishment: Its Impact on Federal Programs and Institutional Policies. ED 074 931
- Public Continuing and Adult Education 1973 Almanac. ED 074 384//
- What Is, Or Should Be, The AGB? A Report from the Membership. ED 074 964

Professional Continuing Education

- Life Long Self Directed Education. ED 074 346
- Physicians-in-Residence: A Demonstration Project in Continuing Education. ED 075 604
- Regional Approaches to Continuing Education for Psychologists. ED 074 404

Professional Education

- The Academic Achievement and Social Mobility of Community College Transfer and Native Students in a Professional Education Program. ED 075 016
- The Development of Three Applied Research Training Programs. ED 074 984
- An Examination of Social Worker-Client Relationship Effectiveness. ED 074 414
- The Professional Training of Community College Teachers. ED 075 347

Professional Personnel

- Alternate Jobs for Aerospace Workers. Examples of Civil Service Employment Opportunities. ED 075 643
- Alternate Jobs for Aerospace Workers. Examples of Employment Opportunities in Private Industry. ED 075 645
- The Education Professions 1971-72. Part I - The Need for Teachers in Our Schools and Colleges. ED 075 388
- National Conference on Career Education. Final Report. ED 075 570

Professional Training

- Employability Plan Instructor's Guide to be Used with Employability Plan Reference Manual. Older Worker Specialist Training. ED 074 323
- Inservice Education: Consultation and Related Services for Nursing Home Personnel. Final Report. ED 074 359//

Professors

- Collective Bargaining in Higher Education: Contract Content - 1972. ED 074 923
- Collective Bargaining: Professional Negotiations. ED 074 906
- College Faculty View Themselves and Their Jobs. ED 074 960
- The Effects of Faculty Collective Bargaining on Higher Education. ED 074 918
- Faculty Bargaining: A Conceptual Discussion. Final Report. ED 074 993
- Higher Education Salaries 1967-68. ED 074 985
- On the Improvement of Instruction in Higher Education: A Bibliography. ED 074 898

Profile Evaluation

- Performance and Attitude Guidance Selection Model for Vocational Training. Final Report. ED 075 615
- Profiles of the Tulsa Public Schools. A School-by-School Report of Pupil and Community Factors, Resource Allocations and Achievement Test Results for the 1971-1972 School Year. ED 075 494

Program Administration

- Administration of Occupational Education: A Suggested Guide. ED 075 614
- Management Systems and Budgeting Methodology: Do They Meet the Needs and Will They Work? Studies in Management. ED 075 378
- Studies in Public Welfare. Paper No. 1; Public Income Transfer Programs: The Incidence of Multiple Benefits and the Issues Raised by Their Receipt. ED 075 562
- Title IV and School Desegregation: A Study of a Neglected Federal Program. ED 075 520

Program Attitudes

- Product Evaluation at the Career Development Center. 1971-72 Final Report. ED 075 574

Program Budgeting

- Educational Reform and Instructional Television in El Salvador: Costs, Benefits, and Payoffs. ED 074 714
- Instructional Program Budgeting in Higher Education. ED 074 981

Program Content

- The Academic Pecking Order: An Examination of a Myth. ED 075 372
- American Teacher Training: A Past and Present Perspective. ED 075 352

The Research and Development Center Program of the U. S. Office of Education. ED 075 409

Teacher Education Grads Speak Out: Assessment and Implications. ED 075 380

Program Coordination

- A Manual for Coordinators of Cooperative Education. ED 075 684
- Programs Distribution, Revision, and Termination. A Discussion Paper for the Master Plan for Higher Education in Connecticut. ED 074 943

Program Costs

- An Analysis of Vocational Program Costs. ED 075 597
- Educational Reform and Instructional Television in El Salvador: Costs, Benefits, and Payoffs. ED 074 714
- Survey of Child Care Among Women Working in Industry in Arkansas and a Day Care Program for These Women. Final Report. ED 075 587//

Program Descriptions

- American Teacher Training: A Past and Present Perspective. ED 075 352
- Audio Visual Tutorial Development at the Milwaukee Area Technical College. ED 074 770
- The Bowling Green State University Teacher Learning Center Concept. ED 075 413
- Columbia University Affirmative Action Program (Condensed Version). ED 074 897
- Community Involvement and Teacher Education: One Experimental Program. The University of Connecticut Technical Paper. ED 075 367
- A Counseling Approach to Improvement of Reading. ED 074 402
- Day Care Facts. ED 075 631
- An Evaluation of School Personnel Utilization Projects. Volume I, An Overview of Objectives and Outcomes of the Evaluation of School Personnel Utilization Projects. ED 075 382
- An Evaluation of School Personnel Utilization Projects. Volume II, An Analysis of the School Personnel Utilization Programs Goals and Objectives with Suggested Revisions. ED 075 383
- Evaluative Data Pertaining to a Modified Teacher Education Program at the University of Hawaii: A Summary Report. ED 074 949
- The Evergreen State College Bulletin 1973-74. ED 074 949
- Experience Oriented Teacher Education Program. ED 075 412
- General Systems Theory Provides a Conceptual Scheme for the Classification of Variables in Future Research Designs. ED 075 021
- The "Graduate" Study. ED 074 794
- Group Systematic Desensitization of Test Anxiety. ED 074 406
- Humanistic Education Through Community Development. ED 074 422
- Impact 6 of the Title VI Programs in the State of Oregon September, 1971-August, 1972. ED 074 681
- Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume IIA: Case Studies. ED 074 592
- John Adams High School First Year Report, 1969-1970. ED 075 265
- National Science Foundation Annual Report 1972. ED 075 262

250 Subject Index

- New Dimensions in Teacher Education. The Role of Differentiated Staffing in Teacher Education. ED 075 385
- Performance-Based Undergraduate Program for the Education of Teachers at Brooklyn College. ED 075 414
- Procedures for the Preparation of Descriptions on Assessment of Exemplary Programs. Final Report. ED 075 541
- PROJECT SED: Trail-blazing for Severely Disturbed Youngsters in a Public School. ED 074 675
- Regional Approaches to Continuing Education for Psychologists. ED 074 404
- The Research and Development Center Program of the U. S. Office of Education. ED 075 409
- Rural Improvement Project (RIP). [Summary and Final Evaluation Report.] ED 075 159
- [Teacher Preparation Programs.] ED 075 430
- The Teaching of Developmental Mathematics in Community Colleges. ED 075 197
- A Title I ESEA Case Study: Spanish English Developmental Program, Buffalo, New York. ED 074 869
- Program Design**
- Bilingual Education and Early Childhood. ED 074 868
- The Program Data Analysis Plan for Colorado Special Education. ED 074 649
- Program Description and Process Guide for the Program Data Analysis Plan for Colorado Special Education. ED 074 648
- Program Development**
- Child Mental Health in the '70's. ED 075 516
- Developing a Native American Studies Program. ED 075 133
- Ethnic Studies in Elementary Schools and Secondary Schools in New York. ED 075 558
- Functional Education for Family Life Planning, II. Program Design. ED 074 355
- Improving and Expanding Existing Computer Based Resource Units. Final Report. ED 074 713
- Mental Retardation in Rural Texas; An Examination of Selected Counties. ED 075 157
- Not All Little Wagons Are Red; the Exceptional Child's Early Years. ED 074 676
- Reforming the Title I Distribution Formula. ED 074 603
- Survey of Child Care Among Women Working in Industry in Arkansas and a Day Care Program for These Women. Final Report. ED 075 587//
- A System of Objectives in Reading. A Draft Manual for the Selection of Reading Objectives in Project SPPED. ED 074 440
- Programmed Instruction**
- Aspects of Transfer that Relate to the Development and Design of Instructional Materials. ED 075 045//
- Development of Two Models for Improvement of a Combat Information Center Watch Officer Course: A Proposal for Implementation. Research Memo. (Final). ED 074 700//
- Feedback in Group Instruction. ED 075 044//
- Fixed Sequence and Multiple Branching Strategies in Computer Assisted Instruction. Research Report. ED 074 707//
- Instructional Programming Guide For Computer Assisted Instruction. Technical Report. ED 074 697//
- Personality Characteristics and Performance on Computer Assisted Instruction and Programmed Text. ED 074 750
- Programed Instruction; A Selective Bibliography. Exceptional Child Bibliography Series No. 654. ED 074 687
- Programmed Math Continuum, Level One, Algebra, Handbook. ED 075 200
- Research in Learner-Controlled Computer-Assisted Instruction. Annual Report. (Final) 1 May 70 - 30 April 71. ED 074 706//
- Response Factors and Selective Attention in Learning From Instructional Materials: an Annotated Bibliography. ED 075 043//
- Self-Paced Physics, Documentation Report, Management System Report 5.4a. ED 075 255
- A Summative Evaluation of Computer Assisted Instruction in U. S. Army Basic Electronics Training. Technical Report. ED 074 699//
- Programed Materials**
- Improving and Expanding Existing Computer Based Resource Units. Final Report. ED 074 713
- Programed Texts**
- Civil Defense, U. S. A.: A Programmed Orientation to Civil Defense. Unit 1. Civil Defense - Protection Against What? ED 074 311
- Civil Defense, U. S. A.: A Programmed Orientation to Civil Defense. Unit 2. Nuclear Weapons Effects and Shelter. ED 074 312
- Civil Defense, U. S. A.: A Programmed Orientation to Civil Defense. Unit 3. Natural Disasters. ED 074 313
- Civil Defense, U. S. A.: A Programmed Orientation to Civil Defense. Unit 4. Warning, Emergency Operations, and Support Programs. ED 074 314
- Civil Defense, U. S. A.: A Programmed Orientation to Civil Defense. Unit 5. Governmental Responsibilities for Civil Defense. ED 074 315
- Learning Laboratories for Unemployed, Out-of-School Youth. Occupational Orientation. ED 074 349
- Learning Laboratories for Unemployed, Out-of-School Youth. Health Education - Part 1. ED 074 350
- Programmed Math Continuum, Level One, Algebra, Volume 1. ED 075 202
- Programmed Math Continuum, Level One, Algebra, Volume 2. ED 075 203
- Programmed Math Continuum, Level One, Algebra, Volume 3. ED 075 204
- Programmed Math Continuum, Level One, Algebra, Volume 4. ED 075 205
- Programmed Math Continuum, Level One, Algebra, Volume 5. ED 075 206
- Programmed Math Continuum, Level One, Algebra, Volume 6. ED 075 207
- Programmed Math Continuum, Level One, Algebra, Volume 7. ED 075 208
- Programmed Math Continuum, Level One, Algebra, Volume 8. ED 075 209
- Programmed Math Continuum, Level One, Algebra, Volume 9. ED 075 210
- Programmed Math Continuum, Level One, Algebra, Volume 10. ED 075 211
- Programmed Math Continuum, Level One, Algebra, Volume 11. ED 075 212
- Programmed Math Continuum, Level One, Algebra, Volume 12. ED 075 213
- Programmed Math Continuum, Level One, Algebra, Volume 13. ED 075 214
- Programmed Math Continuum, Level One, Algebra, Volume 14. ED 075 215
- Programmed Math Continuum, Level One, Algebra, Volume 15. ED 075 216
- Programed Tutoring**
- A Feasibility Study: Remediation By Computer Within A Computer-Managed Instruction Course In Junior High School Mathematics. ED 074 734
- Program Effectiveness**
- The Academic Pecking Order: An Examination of a Myth. ED 075 372
- An Evaluation of a Race Relations Seminar. ED 074 366
- Hazards in Research Involving Minorities. ED 075 450//
- Measurement of Effectiveness of Public Library Service Study. A Report on Phases I and II. ED 075 052
- Program Evaluation**
- The Academic Pecking Order: An Examination of a Myth. ED 075 372
- The Accelerated Learning Experiment: An Approach to the Remedial Education of Out-of-School Youth. Final Report. ED 075 546
- Accountability in Education! Why? ED 075 481//
- Adult Distributive Education. ED 075 649
- Annual Evaluation of Vocational Education in Kansas, 1971-1972. ED 075 675
- Annual Report of the North Dakota State Advisory Council for Vocational Education (Third), December 1972. ED 075 669
- A Better Chance: Evaluation of Student Attitudes and Academic Performance, 1964-1972. ED 075 556
- A Comparison of the Effects of Textual and Televised Modes of Instruction in Teacher Education. ED 074 773
- Cost Utility: An Aid to Decision Making. ED 074 623
- A Critique of the Report by Irv Garfinkel and Edward M. Gramlich entitled "A Statistical Analysis of the OEO Experiment in Performance Contracting." ED 075 517
- The Development and Implementation of a Statewide Evaluation System. ED 075 508
- The Development of the New York State Bank of Reading Objectives. ED 075 495
- The Effects of Three Spelling Programs on the Spelling Achievement of Sixth Graders from Two Culturally Different Areas. ED 075 551
- An Evaluation of a Staff- and Community-Implemented Model Integrating Career Development Concepts in a Total Educational Program, K-12. Final Report. ED 075 601
- Evaluation of ESEA Title I Programs for the District of Columbia, 1970-71. Final Report. ED 075 529
- An Evaluation of School Personnel Utilization Projects. Volume III, An Assessment of the Impact of School Personnel Utilization Program Training. ED 075 384
- Evaluation of the Effects of the Eager to Learn Teacher Inservice Television Series. ED 074 757
- Evaluation Results for the Los Angeles Women's Job Corps Center. ED 075 524
- Evaluative Report on Phase II of the Secondary Schools Project for an Introduction to the Allied Health Professions. ED 075 665
- Executive Abstracts: Summary of the Title I Evaluation, 1971-1972 School Year. ED 075 533
- Factors Influencing Farmers to Stay In or Drop Out of the Young Farmer Program in Wisconsin. ED 075 617

- Final Report of an Evaluation of the Corrective Reading Services in Non Public Schools, July 1972. ED 075 548
- Final Report of an Evaluation of the ESEA Title I Programs, Community School District 1, Board of Education of the City of New York. ED 075 550
- Final Report of the Evaluation of the 1971-72 Benjamin Franklin Urban League Street Academy. ED 075 557
- A Follow-Up Study of Ph.D. Graduates from The Ohio State University with a Major in Industrial Technology Education. ED 075 646//
- Fred A. Toomer Elementary School. Research and Development Report, Volume 6, Number 6. ED 075 519
- Impact 6 of the Title VI Programs in the State of Oregon September, 1971-August, 1972. ED 074 681
- Information Feedback Systems (IFS) and Educational Goals. ED 075 463//
- Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume III: Results and Policy Recommendations. ED 074 593
- Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume IV: Career Opportunities Program Impact Evaluation (COP). ED 074 594
- Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume V: Appendix. Career Opportunities Program Impact Evaluation (COP). ED 074 595
- Job Training: The WIN Program for Welfare Mothers. ED 074 319
- John Adams High School First Year Report, 1969-1970. ED 075 265
- A Junior High School Industrial Technology Demonstration Program The World of Construction, 1969-1970. Final Report. ED 075 661
- Low-Income Labor Markets and Urban Manpower Programs: A Critical Assessment. ED 075 676
- Meta-Evaluation Applied: The Evaluation of a Large Scale Evaluation System. ED 075 509
- National Assessment of the New Careers Program, July 1967-October 1969. Final Report. ED 075 585//
- National Conference on Career Education. Final Report. ED 075 570
- Philadelphia's Parkway Program: An Evaluation. ED 075 534
- Procedures for the Preparation of Descriptions on Assessment of Exemplary Programs. Final Report. ED 075 541
- Product Evaluation at the Career Development Center. 1971-72 Final Report. ED 075 574
- Profiles of the Tulsa Public Schools. A School-by-School Report of Pupil and Community Factors, Resource Allocations and Achievement Test Results for the 1971-1972 School Year. ED 075 494
- The Rearranged Workweek of Four Days, Forty Hours with a Treatment of Military Applications. ED 074 370//
- Report on the Vocational Education Effort in Iowa, 1972. ED 075 671
- Research Report on Some Effects of an Experimental Language Development Program on the Performance of Aboriginal Children in Their First Year at School. ED 074 857
- Responsive Evaluation. ED 075 487
- Self-Paced Physics, Documentation Report, Final Report 5.0. ED 075 254
- A Summary Report of the Study "Areas of Concern in Technical Institute Accreditation." ED 075 606
- Teacher Education Grads Speak Out: Assessment and Implications. ED 075 380
- Title I. Elementary and Secondary Education Act in Rhode Island. Sixth Annual Evaluation, Fiscal Year 1970-71. ED 074 601
- Title IV and School Desegregation: A Study of a Neglected Federal Program. ED 075 520
- Western Kentucky University's Teacher Preparation Evaluation Model Phase I, Cycle I. Annual Report. ED 075 362
- What You Always Felt You Should Know about PERT, but were Afraid to Find Out. Expanding Evaluation Concepts: Applications and Reflections. ED 075 514
- Program for Learning in Accordance with Needs**
- Changes in Self-Esteem as a Result of an Individualized Curriculum. Preliminary Report. ED 074 711
- Program Guides**
- A Handbook for Outdoor Education on the Preserves of the Natural History Section, Nassau County Museum. ED 075 141
- Improving and Expanding Existing Computer Based Resource Units. Final Report. ED 074 713
- Program Implementation**
- Administration of Occupational Education: A Suggested Guide. ED 075 614
- Adult Distributive Education. ED 075 649
- Development and Pilot Test of a Career-Oriented, Peer-Instructional Model in the Office Cluster of Business Occupations. Final Report. ED 075 603
- Program Improvement**
- Driver Education in the Schools. Automotive Safety Foundation's Monitor. ED 075 660
- Head Start Program Performance Standards. OCD-HS Head Start Policy Manual. ED 075 082
- Self-Paced Physics, Documentation Report, Management System Report 5.4a. ED 075 255
- Self-Paced Physics, Documentation Report, Revision Process Documentation 5.5. ED 075 259
- A Summary Report of the Study "Areas of Concern in Technical Institute Accreditation." ED 075 606
- Programing (Broadcast)**
- Educational Radio: The Fifty-Year-Old Adolescent. ERIC/EBR Annual Review Paper. ED 074 728
- Persuasion and the Mass Communication Process. ED 074 563//
- Social and Personality Factors Influencing Learning from Film and Television. ED 074 709
- Television and the New Persuasion. Proceedings of the Annual Symposium on Issues in Public Communication (3rd, Lawrence, Kansas, July 16-17, 1970). ED 074 543//
- Programing Languages**
- APL: An Intro. ED 074 765
- APL/IV: Fourth International APL Users' Conference. June 15-16, 1972, Atlanta, Georgia, U.S.A. ED 074 766
- Program Planning**
- Adult Distributive Education. ED 075 649
- A Brief History of Texas A & I University at Laredo (First "Upper-Level" College in Texas). ED 074 892
- Cost Utility: An Aid to Decision Making. ED 074 623
- Determining Occupational Emphases for High School Program Design. Final Report. ED 075 572
- Developing Programs for the Rural Handicapped. ED 074 362
- High School Health Fairs. Manual for Conducting Medical Examinations for Students in a Large Urban High School. ED 075 544
- How to Plan an Inservice Education for (Your) Nursing Home. ED 074 361//
- Programs Distribution, Revision, and Termination. A Discussion Paper for the Master Plan for Higher Education in Connecticut. ED 074 943
- Program Proposals**
- A Comprehensive Plan for Special Education. ED 074 669
- Obtaining Local Resources for County Extension Programs. ED 074 379
- The President's 1972 Environmental Program. ED 075 166
- Project Outreach for Optimum Growth of Alienated Youth Who Reject School. ED 075 522
- Title VI-G, ESEA, Proposal for a Modified Primary Program for Children with Learning Disabilities. (Abstract and Narrative Sections). ED 075 100
- Progressive Education**
- Open Education A Beginning. ED 074 730//
- Project BEST**
- Content Analysis Schedule for Bilingual Education Programs: Ukiah Indian, Mexican-American Bilingual-Bicultural Program. ED 074 856
- Content Analysis Schedule for Bilingual Education Programs: The Bilingual School, P.S. 25. ED 074 862
- Content Analysis Schedule for Bilingual Education Programs: Albuquerque Public School Bicultural-Bilingual Program. ED 074 863
- Content Analysis Schedule for Bilingual Education Programs: Building Bilingual Bridges. ED 074 864
- Content Analysis Schedule for Bilingual Education Programs: Region XIII Bilingual Education. ED 074 870
- Content Analysis Schedule for Bilingual Education Programs: Bilingual Education Project for Navajo. ED 074 871
- Content Analysis Schedule for Bilingual Education Programs: Bilingual Elementary Education Program. ED 074 872
- Content Analysis Schedule for Bilingual Education Programs: Bilingualism in an Open School Education Program. ED 074 873
- Content Analysis Schedule for Bilingual Education Programs: Compton Elementary Bilingual Education Plan. ED 074 874
- Content Analysis Schedule for Bilingual Education Programs: Las Cruces Elementary School Bilingual Project. ED 074 875
- Content Analysis Schedule for Bilingual Education Programs: The Lorain City Bilingual Education Program. ED 074 876
- Content Analysis Schedule for Bilingual Education Programs: Pomona Bilingual Leadership Program. ED 074 877
- Content Analysis Schedule for Bilingual Education Programs: The North Country Bilingual Project. ED 074 878
- Content Analysis Schedule for Bilingual Education Programs: Colorado City Center to Aid Bilingual Education. ED 074 879
- Content Analysis Schedule for Bilingual Education Programs: Del Valle Bilingual Education Program.

- ED 074 880
Content Analysis Schedule for Bilingual Education Programs: Bilingual Education in a Consortium.
- ED 074 881
Content Analysis Schedule for Bilingual Education Programs: Adaptations of Bilingual Education.
- ED 074 882
Tests in Spanish and Other Languages and Nonverbal Tests for Children in Bilingual Programs: An Annotated B.E.A.R.U. Bibliography. ED 074 852
- Project Canada West**
Designing Culturally Sensitive Curriculum Materials for Canadian Schools. Indian-Metis. ED 075 301
- Projected Social Studies**
Early Indians Use Jones Valley. (Reading for "The South: Birmingham Case Study and the South as a Region". Grade Five (Unit IV) Project Social Studies.) ED 075 280
- Project Evaluation and Review Technique**
What You Always Felt You Should Know about PERT, but were Afraid to Find Out. Expanding Evaluation Concepts: Applications and Reflections. ED 075 514
- Project Follow Through**
Information Feedback Systems (IFS) and Educational Goals. ED 075 463//
- Project Head Start**
Head Start Program Performance Standards. OCS-Head Start Policy Manual. ED 075 082
Parent Involvement Staff Handbook: A Manual for Child Development Programs. ED 075 074
- Project LIFE**
The Child in the Process: Affecting His Human Potential through LIFE. ED 074 650
A Comparison of the Project LIFE Vocabulary with a Functional Basic Word List for Special Pupils. ED 074 653
A Cooperative Parent-Teacher Model Using the Project LIFE Instructional System. ED 074 651
Project LIFE, Visual-Perceptual Training. ED 074 652
- Project REDY**
Education for the Rural Disadvantaged: Summary of Findings and Conclusions of an Experimental Study. Research Report. ED 075 119
- Projects**
A Guide to Environmental Study Areas of the Snake River Region. Final Report. ED 075 263
- Project SEED**
A Formative-Summative Evaluation Design for a State-Sponsored Program of Educational Experimentation. ED 075 507
- Project Social Studies**
Selected Readings on Phoenix. Grade Five, Unit: Phoenix. ED 075 271
Student Almanac. Grade Five. ED 075 270
- Project USHER**
Increasing the Effectiveness of Educational Management in Community Colleges. Project USHER. ED 075 007
- Promotion (Occupational)**
The Black Plateau. ED 075 525
The Influence of Appointment, Promotion, and Retirement Policies on Faculty Rank Distributions. ED 074 982
- Prompting**
The Effect Of Visual Prompting On Learning. ED 074 736
- Pronunciation**
Early Australian Pronunciation. ED 074 834
Pronouncing as a Method of Choice in Verbal Discrimination Learning. Technical Report. ED 074 464
Pronunciation and Apparent Frequency in a Between-Subjects Design. Technical Report. ED 074 513
- Proof (Mathematics)**
An Introduction to Flow Proof. A Manual for Teachers. ED 075 229
- Property Appraisal**
Tivoli Brewery: A Feasibility Study. ED 074 634
- Property Taxes**
A Longitudinal Study of Fiscal Equalization in Illinois. ED 074 621
Restructuring School Finance. Legal and Financial Implications of the Serrano Case for the State of Oregon. ED 074 606
- Prose**
Learning, Organization, and the Integration of Written Prose. ED 074 498
- Prostheses**
Communication for Handicapped Children. Final Report. ED 074 688
- Protocol Materials**
A Catalog of Protocol Materials in Teacher Education. 1972 Revision. ED 075 349
The Development of Protocol Materials. Acquiring Teacher Competencies: Reports and Studies. ED 075 350
Evaluation Report of the 1970-72 Protocol Materials Unit. ED 075 374
A Field Test of the Effectiveness of One of the Utah State University Protocol Training Materials, In An Inservice Workshop Setting. ED 075 341
I: An Introduction to Protocol and Training Materials. II: The Portrayal of Concepts: An Issue in the Development of Protocol Materials. ED 075 351
University of South Florida Field Test of the Michigan State University Protocol Materials on Learning. Final Report. ED 075 379
- Psycholinguistics**
Psycholinguistics and the Teaching of Reading. ED 074 446
- Psychological Characteristics**
Approaches to Use of Observational Methods of a Study of Parent-Child Interaction. ED 075 072
Black Psychology. ED 075 542//
Prediction of Procrastination in a Self-Pacing Instructional System. ED 075 501
When Humanitarianism Is Not Humane: Helping---the Recipient's View. ED 074 386
- Psychological Evaluation**
Black Psychology. ED 075 542//
- Psychological Needs**
Dimensions of a Substantive Rhetoric. ED 074 539
- Psychological Testing**
Alternates to Psychological Testing or How We've Turned a Silk Purse into a Sow's Ear. ED 075 469//
APA Ethics. A Help or Hindrance. ED 075 472//
The Ethical Issues of Privacy, Confidentiality and Privileged Communication. ED 075 473//
Invitational Conference on Measurement in Education; Proceedings (of the) Eleventh Southeastern Conference (December 8-9, 1972). Session II.
- ED 075 464
Segregation--Alias: "Special Education." ED 075 471//
- Psychologists**
Regional Approaches to Continuing Education for Psychologists. ED 074 404
- Psychology**
Dramatism and Development. ED 074 497//
Ethical Issues in the Use of Humans for Research. ED 075 466//
Ethical Principles in the Conduct of Research with Human Participants. ED 075 467//
Paired-Associate Learning. ED 074 456//
Part One of a General Institutional Assurance. ED 075 468//
- Psychometrics**
Alternates to Psychological Testing or How We've Turned a Silk Purse into a Sow's Ear. ED 075 469//
The Degree and Nature of the Relations Between Traditional Psychometric and Piagetian Developmental Measures of Mental Development. ED 075 485
- Psychomotor Objectives**
Emphasis: Prescription. ED 075 102
- Psychomotor Skills**
The Effect of Grouping in the Electronics Laboratory on Cognitive and Psychomotor Achievement. ED 075 678//
The Effects of a Learning Program on Work Habit Skills and Attitudes Toward Work. ED 075 682//
- Psychophysiology**
Physiological Indices of a Simple Cognitive Task. ED 074 774
- Psychotherapy**
Counseling and Psychotherapy: A Selective Bibliography. Exceptional Child Bibliography Series No. 629. ED 074 683
- Publications**
Ethical Principles in the Conduct of Research with Human Participants. ED 075 467//
The National Union Catalog, Reference and Related Services. ED 075 036
- Public Broadcasting System**
Survey of Public Television Station Managers 1973. ED 074 762
- Public Education**
Higher Education: The Law and Campus Issues. ED 074 929
Indian Educational Material. Annotated Quarterly Bibliography. Volume 6, Number 4, (Period Covered October-December 1971). ED 075 287
- Public Health**
Federal Health Manpower Programs, 1970--Part I. Final Report. ED 075 582//
Training Impact of National Institutes of Health Research Grants. Part I: Hypotheses of Interest Concerning Individuals. Final Report. ED 075 586//
- Publicize**
Advertising and the Public Interest. A Staff Report to the Federal Trade Commission. ED 074 777
Appraising the Economic And Social Effects of Advertising. A Review of Issues and Evidence. ED 074 776
- Public Libraries**
An Inquiry into the Patterns Among the States for Funding Public Library Services. ED 075 031
Measurement of Effectiveness of Public Library Service Study. A Report on Phases I and II.

- Public Library Abstracts: 1971; Abstracts of Statistics in American Public Library Annual Reports for the Year Ending in 1971. ED 075 052
- Public Library Service for the Urban Disadvantaged. ED 075 037
- Public Officials
The Generalizability of Source Credibility Scales for Public Figures. ED 075 058
- Public Opinion
The Generalizability of Source Credibility Scales for Public Figures. ED 074 560
- Public Policy
"Inequality" by Christopher Jencks: Four Critical Reactions. IRCD Bulletin, Volume 9, Number 1, January 1973. ED 075 563
- Public Relations
A Primer on Dissemination. ED 074 644
- Public Schools
An Assessment of a Survey Feedback-Problem Solving-Collective Decision Intervention in Schools. Final Report. ED 074 602
- The Education Professions 1971-72. Part I - The Need for Teachers in Our Schools and Colleges. ED 075 388
- Expenditures and Revenues for Public Elementary and Secondary Education, 1970-71. ED 074 614
- Public School Systems
John Adams High School First Year Report, 1969-1970. ED 075 265
- Paying for Public Schools. Issues of School Finance in California. ED 074 597//
- Perspectives of School Desegregation in the Southeast. ED 075 461//
- Preliminary Statistics of State School Systems 1969-70. ED 074 628
- Public School Teachers
Collective Negotiations and Teachers' Salaries: A Survey of the Evidence. ED 075 360
- Public Television
Public Television Station Employment Practices and the Composition of Boards of Directors: The Status of Minorities and Women. ED 074 742
- Survey of Public Television Station Managers 1973. ED 074 762
- Publishing Industry
Ethical Issues and Questions about Testing for Test Publishers. ED 075 465//
- Puerto Rican Culture
Annotated Selected Puerto Rican Bibliography. ED 075 552//
- Puerto Ricans
Annotated Selected Puerto Rican Bibliography. ED 075 552//
- Content Analysis Schedule for Bilingual Education Programs: Building Bilingual Bridges. ED 074 864
- The Hispanic Experience in New Jersey Schools: An Issue Paper on a Topical Subject in Education. ED 074 831
- Language and Aggression: An Exploratory Study Amongst Black and Puerto Rican Youth. ED 074 502
- Pupil Personnel Services
A Systems Approach to the Development of Pupil Personnel Services. An Operating Manual. Final Report. ED 074 419
- Qualifications
An Examination of Social Worker-Client Relationship Effectiveness. ED 074 414
- Quality Control
Environmental Conservation. The Oil and Gas Industries, Volume One. ED 075 164//
- Question Answer Interviews
Selections from the Fifth and Sixth National Colloquia on Oral History. ED 074 544//
- Questioning Techniques
The Beginning Teacher Can Foster Critical Thinking. ED 075 390
- Questionnaires
Demographic and Social Accounting: A Follow-Up on the Withdrawals from Quebec Colleges. ED 074 889
- An Input-Output Assessment of Community College Graduates. ED 075 020
- The MODIA Questionnaire for Curriculum Analysis. ED 074 738
- Texas Achievement Appraisal Study, 1971. ED 074 390
- Quinmester Program
Orchestra, Junior. Course Number: Music: 5601. ED 075 313
- Race Influences
Parents' Ability to Attend to Children: Predictors of Intelligence. ED 075 067
- Socialization and Career Orientation Among Black and White College Women. ED 074 412
- Race Relations
Ambiguities in Race Relations: Blacks and Whites in Higher Education. ED 074 924
- Beyond Black and White. ED 075 531//
- Cross-Cultural Counseling: Bridge Between Desegregation and Integration. A Study Relative to Group Counseling and its Impact on Students and Faculty. ED 074 417
- An Evaluation of a Race Relations Seminar. ED 074 366
- The Forsaken Lover: White Words and Black People. ED 074 493//
- Racial Attitudes
Beyond Black and White. ED 075 531//
- Cross-Cultural Counseling: Bridge Between Desegregation and Integration. A Study Relative to Group Counseling and its Impact on Students and Faculty. ED 074 417
- An Evaluation of a Race Relations Seminar. ED 074 366
- Racial Differences
Comparative Studies of Blacks and Whites in the United States. Quantitative Studies in Social Relations Series. ED 075 532//
- Variations in the Structure and Use of Standard English. Final Report. ED 074 526
- Racial Discrimination
The Black Plateau. ED 075 525
- School Desegregation: The Problem. ED 075 459//
- Unemployment in the Urban Core: An Analysis of Thirty Cities with Policy Recommendations. Praeger Special Studies in U.S. Economic, Social, and Political Issues. ED 075 608//
- Racial Factors
Hearing and Related Medical Findings Among Children: Race, Area, and Socioeconomic Differentials United States. ED 074 674
- Racial Integration
Cross-Cultural Counseling: Bridge Between Desegregation and Integration. A Study Relative to Group Counseling and its Impact on Students and Faculty. ED 074 417
- Racial Segregation
Segregation--Alias: "Special Education." ED 075 471//
- Segregation in Residential Areas: Papers on Racial and Socioeconomic Factors in Choice of Housing. ED 075 547//
- Racism
Bibliography on Racism. ED 075 523
- Occupied America. The Chicano's Struggle Toward Liberation. ED 075 113//
- Radio
Agricultural Market News Programming of Wisconsin Radio and Television Stations. ED 074 357
- Let's Write a Script. ED 074 701//
- Rasch Model
The Nature of Objectivity with the Rasch Model. ED 075 484
- Rating Scales
Affective and Cognitive Correlates of Classroom Achievement: Research for the Counselor. ED 074 430
- Attention & Cognitive Style, FY 1972. ED 075 087
- REACT
Social Studies: Application Units. Course II, Teachers. Computer-Oriented Curriculum. REACT (Relevant Educational Applications of Computer Technology). ED 075 272
- Reaction Time
Response Latency as a Correlate of Individual Differences in Retention. ED 074 745
- Reactive Behavior
Is Dissonance Motivating? Relationships Between Cognitive Behaviors and Tension Measures During Aggression. ED 074 427
- Reading
Aspects of Reading. ED 074 478
- Best-Selling Children's Books. ED 074 466//
- General Open Systems Theory and the Substrata-Factor Theory of Reading. ED 074 477
- Perception and Reading. Proceedings of the Annual Convention of the International Reading Association (12th, Seattle, May 1967). Volume 12, Part 4. ED 074 442
- A Process of Developing an Instructional Model and Staff for an Introductory Course for Reading Teachers. ED 074 459//
- The Professional Preparation of Reading Teachers and Specialists in Canadian Universities. ED 074 457
- Reading Improvement in the Secondary School. ED 074 467//
- Readings on Reading Instruction. Second Edition. ED 074 439//
- A System of Objectives in Reading. A Draft Manual for the Selection of Reading Objectives in Project SPPED. ED 074 440
- Who's Reading What in Higher Education. Research Currents. ED 074 998
- Who Watched "The Electric Company"? "The Electric Company" In-School Utilization Study: The 1971-72 School and Teacher Surveys. ED 074 438//

254 Subject Index

Reading Ability

- A Comparison of Reinforcement Activities for Listening Comprehension Skills. ED 074 470//
- The Construction and Evaluation of a Test of Critical Thinking Ability, Grades 7-8. ED 075 181//
- Methodologies for Determining Reading Requirements of Military Occupational Specialties. ED 074 343
- Piaget's Theory as the Basis for the Assessment of Reading Disability and Suggested Remediation Through an Adapted Science Curriculum. ED 075 172//
- Simultaneous Estimation of Teacher Mobility and Reading Scores. ED 075 358

Reading Achievement

- Attention and Reading Achievement in First Grade Boys and Girls. Research Report No. 43. ED 074 447
- Readings on Reading Instruction. Second Edition. ED 074 439//
- School and Home Co-operation and the Reading Achievement of First Grade Pupils. ED 074 469//
- Simultaneous Estimation of Teacher Mobility and Reading Scores. ED 075 358

Reading Clinics

- Elementary Teacher Training Specialization. ED 075 417

Reading Comprehension

- Comprehension in Reading. An Annotated Bibliography. ED 074 480
- Comprehension of a Narrative Passage by Primary School Children as a Function of Listening Rate and Reading Comprehension Level. ED 074 708
- The Development of a Criterion-Related Reading Comprehension Test for Exposition and Argument. ED 074 462//
- New Techniques for Measuring and Improving Reading Comprehension. Technical Report No. 1. ED 074 472
- The Role of Comprehension in Learning Concrete and Abstract Sentences. ED 074 443

Reading Development

- A Counseling Approach to Improvement of Reading. ED 074 402
- The Effects of Group Bibliocounseling on Selected Fourth-Grade Students Who Are Underachieving in Reading. ED 074 460//
- Give-Away Book Programs Combined with Title II Reading Projects. ESEA Title II and The Right to Read, Notable Reading Projects No. 9. ED 074 437
- High Interest--Easy Reading for Junior and Senior High School Reluctant Readers. ED 074 524
- Reading: Today and Tomorrow. ED 074 436//

Reading Diagnosis

- Current Concepts in Dyslexia. ED 074 451//
- Reading Difficulties: Diagnosis, Correction, and Remediation. ED 074 445
- Reading: Problems and Practices; A Selection of Papers. ED 074 458//

Reading Difficulty

- Current Concepts in Dyslexia. ED 074 451//
- Reading Difficulties: Diagnosis, Correction, and Remediation. ED 074 445
- Reading Improvement in the Secondary School. ED 074 467//
- Reading: Problems and Practices; A Selection of Papers. ED 074 458//
- Screening and Assessment of Young Children. ED 075 066

Reading Habits

- Give-Away Book Programs Combined with Title II Reading Projects. ESEA Title II and The Right to Read, Notable Reading Projects No. 9. ED 074 437
- Identifying Good Teachers of Reading. Successful Teachers of Reading, Who are They? ED 074 454

Reading Improvement

- Case Study. Operation: Cooperation Ashland College -- Ashland City Schools. ED 075 415
- The Effect of a Reading Improvement Program Upon Academic Achievement in College. ED 074 471//
- The Effects of Group Bibliocounseling on Selected Fourth-Grade Students Who Are Underachieving in Reading. ED 074 460//
- Reading Difficulties: Diagnosis, Correction, and Remediation. ED 074 445

Reading Instruction

- The Art of Teaching Reading: A Language and Self-Concept Approach. ED 074 450//
- Aspects of Reading. ED 074 478
- Case Study. Operation: Cooperation Ashland College -- Ashland City Schools. ED 075 415
- Current Basic Research in Beginning Reading. ED 074 444
- An Experiment in Teaching Reading to Bilingual Kindergarten Children. Research and Development Memorandum No. 102. ED 074 465
- Manual for Reading Japanese. ED 074 842//
- Must Johnny Read? ED 074 435
- An Optimum Reading Program for Grades K-12 and School District Organization. ED 074 572//
- The Professional Preparation of Reading Teachers and Specialists in Canadian Universities. ED 074 457
- Psycholinguistics and the Teaching of Reading. ED 074 446
- [Pupil Performance in the Atlanta, Georgia, Elementary Schools.] Research and Development Report, Volume 6, Numbers 11-14, December 1972. ED 075 561

- Reading Goals for the Disadvantaged. ED 074 483
- Reading Improvement in the Secondary School. ED 074 467//
- Readings on Reading Instruction. Second Edition. ED 074 439//
- Reading: Today and Tomorrow. ED 074 436//
- The Right to Read; General Plan of Action for School Based Right to Read Centers. ED 074 476
- School and Home Co-operation and the Reading Achievement of First Grade Pupils. ED 074 469//
- The Slow Learner and the Reading Problem. ED 074 463//
- Students Helping Students Program, 1971-72. Final Report. ED 074 473
- A System of Objectives in Reading. A Draft Manual for the Selection of Reading Objectives in Project SPPEP. ED 074 440
- Teacher Education through Minicourse 18: Teaching Reading as Decoding. ED 074 719
- Teaching Educationally Disadvantaged Adults to Read. ED 074 453
- Three Modes of Teaching Remedial English: A Comparative Analysis; A Pilot Study. ED 074 514
- Tips for Tutors. ED 075 396

Reading Interests

- Children's Reading Interests: A Wellington Survey. ED 074 452//

Give-Away Book Programs Combined with Title II Reading Projects. ESEA Title II and The Right to Read, Notable Reading Projects No. 9. ED 074 437

Identifying Good Teachers of Reading. Successful Teachers of Reading, Who are They? ED 074 454

RIF's [Reading is Fundamental] Guide to Book Selection 1973. ED 074 455

Reading is FUNDamental

RIF's [Reading is Fundamental] Guide to Book Selection 1973. ED 074 455

Reading Level

Methodologies for Determining Reading Requirements of Military Occupational Specialties. ED 074 343

Reading Materials

- The Art of Teaching Reading: A Language and Self-Concept Approach. ED 074 450//
- Best-Selling Children's Books. ED 074 466//
- Intermediate Cambodian Reader. ED 074 858//
- Teaching Educationally Disadvantaged Adults to Read. ED 074 453
- Who's Reading What in Higher Education. Research Currents. ED 074 998

Reading Material Selection

- Materiales en Marcha para el Esfuerzo Bilingue--Bicultural (Materials on the March for the Promotion of Bilingualism/Biculturalism). September 1972. ED 074 833
- Materiales en Marcha para el Esfuerzo Bilingue--Bicultural (Materials on the March for the Promotion of Bilingualism/Biculturalism). November, 1972. ED 074 851
- RIF's [Reading is Fundamental] Guide to Book Selection 1973. ED 074 455

Reading Processes

Psycholinguistics and the Teaching of Reading. ED 074 446

Reading Programs

- Case Study. Operation: Cooperation Ashland College -- Ashland City Schools. ED 075 415
- A Counseling Approach to Improvement of Reading. ED 074 402
- The Development of the New York State Bank of Reading Objectives. ED 075 495
- Evaluation of ESEA Title I Programs for the District of Columbia, 1970-71. Final Report. ED 075 529
- Give-Away Book Programs Combined with Title II Reading Projects. ESEA Title II and The Right to Read, Notable Reading Projects No. 9. ED 074 437
- Individualized Education: Reading Courses at New College - 1971-72. ED 074 926
- Mi Libro: Initial Reading in Spanish--Pre-Reading Workbook, Teacher's Edition. ED 074 830
- An Optimum Reading Program for Grades K-12 and School District Organization. ED 074 572//
- Procedures for the Preparation of Descriptions on Assessment of Exemplary Programs. Final Report. ED 075 541
- Reading Goals for the Disadvantaged. ED 074 483
- The Right to Read; General Plan of Action for School Based Right to Read Centers. ED 074 476
- The Slow Learner and the Reading Problem. ED 074 463//
- Title I. Elementary and Secondary Education Act in Rhode Island. Sixth Annual Evaluation, Fiscal Year 1970-71. ED 074 601

Reading Readiness

- Discourse: The Primary Language. ED 074 475
 The Effect of Incentives on Reading Readiness Skills. Final Report. ED 075 093
 The Slow Learner and the Reading Problem. ED 074 463//
 Tutors in the Vanguard System. ED 075 528

Reading Research

- College-Adult Reading Instruction. Perspectives in Reading, No. 1. ED 074 479
 Comprehension of a Narrative Passage by Primary School Children as a Function of Listening Rate and Reading Comprehension Level. ED 074 708
 Current Basic Research in Beginning Reading. ED 074 444
 An Experiment in Teaching Reading to Bilingual Kindergarten Children. Research and Development Memorandum No. 102. ED 074 465
 Individual Differences in Learning and Retention. Final Report. ED 074 485
 New Techniques for Measuring and Improving Reading Comprehension. Technical Report No. 1. ED 074 472
 Perception and Reading. Proceedings of the Annual Convention of the International Reading Association (12th, Seattle, May 1967). Volume 12, Part 4. ED 074 442
 A Process of Developing an Instructional Model and Staff for an Introductory Course for Reading Teachers. ED 074 459//
 Readings on Reading Instruction. Second Edition. ED 074 439//
 Reading: Today and Tomorrow. ED 074 436//
 Speed Reading, An Annotated Bibliography. ED 074 481
 A Study of Retention of Verbal Material. Final Report. ED 074 484

Reading Skills

- The Art of Teaching Reading: A Language and Self-Concept Approach. ED 074 450//
 Curriculum Guide for Exceptional Learners, English-Reading: 7-8. ED 074 503
 The Effect of a Reading Improvement Program Upon Academic Achievement in College. ED 074 471//
 An Experiment in Teaching Reading to Bilingual Kindergarten Children. Research and Development Memorandum No. 102. ED 074 465
 Intermediate Cambodian Reader. ED 074 858//
 Psycholinguistics and the Teaching of Reading. ED 074 446
 Reading: Problems and Practices; A Selection of Papers. ED 074 458//
 The Right to Read; General Plan of Action for School Based Right to Read Centers. ED 074 476
 Viewing Standardized Social Studies Achievement Tests from a Reading Perspective. ED 075 492

Reading Speed

- Speed Reading, An Annotated Bibliography. ED 074 481

Reading Tests

- Case Study. Operation: Cooperation Ashland College -- Ashland City Schools. ED 075 415
 The Development of a Criterion-Related Reading Comprehension Test for Exposition and Argument. ED 074 462//
 Evaluating Reading and Study Skills in the Secondary Classroom. A Guide for Content Teachers Reading Aids Series. ED 074 482
 Item Study Summary Report Sequential Tests of Educational Progress (STEP); Reading,

Mathematics and Writing for Grades 4, 6, 8, 10 and 12 by State and District School Year 1970-1971. Research Report No. 77. ED 074 441

- New Techniques for Measuring and Improving Reading Comprehension. Technical Report No. 1. ED 074 472

Recall (Psychological)

- Physiological Indices of a Simple Cognitive Task. ED 074 774
 Recall and Recognition of Pictures by Children as a Function of Organization and of Distractor Similarity. ED 075 075

Recreation

- Abstracts of Research Papers 1970. ED 075 405
 Abstracts of Research Papers 1971. ED 075 404
 Completed Research in Health, Physical Education, and Recreation Including International Sources, Vol. 14, 1972 Edition. ED 075 402
 Completed Research in Health, Physical Education, and Recreation Including International Sources, Vol. 13, 1971 Edition. ED 075 403
 Selected Volleyball Articles. Sports Articles Reprint Series. ED 075 355

Recreational Activities

- Annual Safety Education Review 1970. ED 075 406
 Annual Safety Education Review 1972. ED 075 408
 Selected Volleyball Articles. Sports Articles Reprint Series. ED 075 355
 Storyteller. ED 074 510//

Recreational Reading

- Give-Away Book Programs Combined with Title II Reading Projects. ESEA Title II and The Right to Read, Notable Reading Projects No. 9. ED 074 437

Redundancy

- Common Errors in Language Learning: Insights from English. ED 074 801//

Reference Books

- Hawaiian Dictionary: Hawaiian-English, English-Hawaiian. ED 074 841//

Reference Materials

- A Collection of Resources for the Environmentally Concerned Educator. ED 075 190
 Student Almanac. Grade Five. ED 075 270
 Suggestions for Developing an Occupational Library. ED 075 618

Regional Dialects

- Early Australian Pronunciation. ED 074 834

Regional Educational Service Agency

- The Emerging Regional Educational Service Agency: The Newest Member of the Restructured State School System. ED 074 578//

Regional Planning

- New England Regional Student Program Evaluation 1957-1972. ED 074 916

Regular Class Placement

- Instructional Alternatives for Exceptional Children. ED 074 678

Rehabilitation

- Directory of Organizations Interested in the Handicapped. ED 074 671
 Training Teachers for Correctional Institutions. ED 075 392

Rehabilitation Counseling

- The Vocational Rehabilitation of Deaf People. ED 075 642

Rehabilitation Programs

- Occupational Rehabilitation and Placement of the Disabled. ED 075 600

Reinforcement

- Behavior Modification: An Issue for the Teacher? ED 075 475//
 Conjugate Reinforcement. ED 074 767
 Freedom as a Result of Control? ED 075 477//
 Laboratory Studies of Imitation and Language Acquisition: Is there an Interface with the Normal Environment? ED 075 081

Relationship

- American Indians and Their Federal Relationship. Plus a Partial Listing of Other United States Indian Groups. ED 075 131

Relevance (Education)

- The Academic Pecking Order: An Examination of a Myth. ED 075 372
 Content Through Methodology. ED 075 283
 Establishment of a Comprehensive Data System for Occupational Training in Kentucky--Phase I, Final Report. ED 075 647
 New Organizational Patterns and Delivery Systems. ED 074 600

Religion

- Humanities, Religion, and the Arts Tomorrow. ED 074 492//

Remedial Instruction

- Remedial Sheets for Progress Checks, Segments 1-14. ED 075 249
 Remedial Sheets for Progress Checks, Segments 19-40. ED 075 250

Remedial Mathematics

- The Teaching of Developmental Mathematics in Community Colleges. ED 075 197

Remedial Programs

- The Accelerated Learning Experiment: An Approach to the Remedial Education of Out-of-School Youth. Final Report. ED 075 546
 An Experiment in Using Lay-Off Time for Improving Workers' Advancement Potential. Report on Two Years of the Job Advancement Training Program. ED 075 605
 A Quantitative and Qualitative Analysis. 1972 August Developmental Project. ED 075 024
 Remedial Sheets for Progress Checks, Segments 1-14. ED 075 249
 Remedial Sheets for Progress Checks, Segments 19-40. ED 075 250
 Self-Paced Physics, Segments 1-5. ED 075 238
 Self-Paced Physics, Segments 6-10. ED 075 239
 Self-Paced Physics, Segments 11-14. ED 075 240
 Self-Paced Physics, Segments 19-23. ED 075 243
 Self-Paced Physics, Segments 24-27. ED 075 244
 Self-Paced Physics, Segments 28-31. ED 075 245
 Self-Paced Physics, Segments 32-36. ED 075 246
 Self-Paced Physics, Segments 37-40. ED 075 247
 Three Modes of Teaching Remedial English: A Comparative Analysis; A Pilot Study. ED 074 514

256 Subject Index

Remedial Reading

- Must Johnny Read? ED 074 435
 Reading Difficulties: Diagnosis, Correction, and Remediation. ED 074 445
 Reading: Problems and Practices; A Selection of Papers. ED 074 458//

Repair

- Computerized Maintenance for Memphis Schools. ED 074 612

Reports

- Air Pollution Technical Publications of the U.S. Environmental Protection Agency. ED 075 231
 A Guide to Environmental Study Areas of the Snake River Region. Final Report. ED 075 263

Research

- Advance Organizers and Objectives in Teaching Mathematics. ED 075 193
 An Annotated Bibliography of Empirical Studies of Laughter-Provoking Stimuli as Communication. ED 074 533
 Case Study of the Grand Rapids Public Schools. ED 075 425
 A Comparative Study of Three Fifth Grade Classrooms on Five Selected Piaget Type Tasks Dealing with Science Related Concepts. ED 075 186//
 Comparison of Two Instructional Strategies for Teaching the Solution to Verbal Problems. Final Report. ED 075 260
 The Construction and Evaluation of a Test of Critical Thinking Ability, Grades 7-8. ED 075 181//
 Fluency, Flexibility, and Originality as a Function of Group Size. ED 075 195
 The Generalizability of Source Credibility Scales for Public Figures. ED 074 560
 Inducing Stage III Seriation Capabilities in Kindergarten Children Through Cue Fading and Reinforcement. ED 075 180//
 An Investigation of Portions of a Model for Acquisition of Conservation and Measurement of Length Based on Performance of Selected Second Grade Children on Six Piaget-Type Tasks. ED 075 184//
 An Investigation of the Development of Selected Topological Properties in the Representational Space of Young Children. ED 075 198
 Microbiology in Scotland and Northern England. ED 074 975//
 Performance of Retardates on Piagetian Tasks as a Function of Ethnicity. ED 075 177//
 Positive Versus Positive and Negative Instances and the Acquisition of the Conjunctive Concepts of Distributivity and Homomorphism. ED 075 194
 A Reconceptualization of the Research Paradigm in Counseling Research. ED 074 409
 Reform of Medical Education. The Role of Research in Medical Education. ED 074 974//
 The Relation Between Certain High School Course Patterns and Achievement in First Freshman Courses in English, Social Science, Mathematics, and Natural Science at Louisiana State University. ED 075 183//
 Relationships Between Cognitive Style and Instructional Treatment Among Prospective Elementary School Teachers. ED 075 196
 The Relative Effectiveness of Two Different Mathematics and Science Programs Used With Disadvantaged and Non-Disadvantaged First Grade Children. ED 075 175//

Response Factors and Selective Attention in Learning From Instructional Materials: an Annotated Bibliography. ED 075 043//

Some Adverse Effects of Increased Federal Funding on Certain Basic Conditions in Academic Scientific Research: An Exploratory Study, 1950-1970. ED 075 179//

Some Factors Associated with Pupils' Performance on Examples Involving Selected Variations of the Distributive Idea. ED 075 199

A Study of the Relationship of Teacher Sex to Fifth Grade Boys' Sex Role Preference, General Self Concept, and Scholastic Achievement in Science and Mathematics. ED 075 185//

Research and Development Centers

- Case Study of the Grand Rapids Public Schools. ED 075 425
 Federal Funds for Research Development and Other Scientific Activities. Fiscal Years 1971, 1972, and 1973. Vol. 21. ED 074 962
 The Research and Development Center Program of the U. S. Office of Education. ED 075 409

Research Coordinating Units

- Case Study of the Grand Rapids Public Schools. ED 075 425

Research Criteria

- APA Ethics. A Help or Hindrance. ED 075 472//
 Ethical Issues in the Use of Humans for Research. ED 075 466//
 Ethical Principles in the Conduct of Research with Human Participants. ED 075 467//
 Part One of a General Institutional Assurance. ED 075 468//
 Research for the Practitioner in Education. ED 075 342

Research Design

- Conducting Educational Research. ED 074 720//
 General Systems Theory Provides a Conceptual Scheme for the Classification of Variables in Future Research Designs. ED 075 021
 Research for the Practitioner in Education. ED 075 342
 What's Wrong with Humor Research? ED 074 532

Research Directors

- Work Activities and Attitudes of Scientists and Research Managers: Data from a National Survey. R and D Studies Series. ED 075 583//

Research Methodology

- Collaboration Between Educational Researchers and School Personnel: Some Reflections and Proposals for Reducing the Research-to-Practice Gap. ED 075 410
 Conducting Educational Research. ED 074 720//
 A Current View of the Future of Theory and Research in Educational Communication. ED 074 754
 Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume I: Introduction and Methodology. ED 074 591
 Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume III: Results and Policy Recommendations. ED 074 593
 Mass Communication and Relative Reality: A Conceptual Paradigm. ED 074 529
 Mathematical Models of Elementary Mathematics Learning and Performance. Final Report. ED 075 264
 Measurement for the Purpose of Evaluation. ED 075 448//

Methodologies for Determining Reading Requirements of Military Occupational Specialties. ED 074 343

Planning for Educational Decision-Making in the 70's. University of New Hampshire Summer Research Training Institute. Final Report and Supplementary Appendix D. ED 075 002

Recasting Communication Theory and Research: A Cybernetic Approach. ED 074 536

Research for the Practitioner in Education. ED 075 342

Salvage Work in Australian Aboriginal Languages. ED 074 836

The SOS-VUX Project: Study Needs and Study Obstacles in Adult Education. Background and Design. ED 074 347

What's Wrong with Humor Research? ED 074 532

Research Needs

- Bibliography on Racism. ED 075 523
 Intercultural Communication Research: Where Do We Go from Here? ED 074 556
 Recasting Communication Theory and Research: A Cybernetic Approach. ED 074 536
 A Review of the Present Status and Future Needs in Day Care Research. A Working Paper. ED 075 673//
 A Study of the Impact of Laboratory Training upon Concepts of Leadership and Communication. ED 074 559
 What's Wrong with Humor Research? ED 074 532

Research Problems

- Mass Communication and Relative Reality: A Conceptual Paradigm. ED 074 529
 Observing and Recording Nonverbal Data in Human Transactions. ED 074 528
 Research for the Practitioner in Education. ED 075 342
 Salvage Work in Australian Aboriginal Languages. ED 074 836

Research Projects

- The Academic Pecking Order: An Examination of a Myth. ED 075 372
 [A Survey of the Current Status and Plans of Colleges Traditionally for Women Only.] ED 074 912
 The Beginning Teacher Can Foster Critical Thinking. ED 075 390
 Employer Services Activities and Manpower Policy. Interim Report. ED 075 589//
 General Systems Theory Provides a Conceptual Scheme for the Classification of Variables in Future Research Designs. ED 075 021
 How Teachers View the Effective Teacher. ED 075 364
 National Science Foundation Annual Report 1972. ED 075 262

Research Proposals

- Intercultural Communication Research: Where Do We Go from Here? ED 074 556

Research Reviews (Publications)

- Annotated Selected Puerto Rican Bibliography. ED 075 552//
 Comparative Studies of Blacks and Whites in the United States. Quantitative Studies in Social Relations Series. ED 075 532//
 Completed Research in Health, Physical Education, and Recreation Including International Sources, Vol. 14, 1972 Edition. ED 075 402

- Completed Research in Health, Physical Education, and Recreation Including International Sources, Vol. 13, 1971 Edition. ED 075 403
- A Review of the Present Status and Future Needs in Day Care Research. A Working Paper. ED 075 673//
- Research Skills**
- The Development of Three Applied Research Training Programs. ED 074 984
- Planning for Educational Decision-Making in the 70's. University of New Hampshire Summer Research Training Institute. Final Report and Supplementary Appendix D. ED 075 002
- Research Tools**
- Selections from the Fifth and Sixth National Colloquia on Oral History. ED 074 544//
- Reservations (Indian)**
- A Ten-Year Plan for Indian Education: With Particular Reference to Navajo Community Schools. ED 075 137
- Residential Patterns**
- Segregation in Residential Areas: Papers on Racial and Socioeconomic Factors in Choice of Housing. ED 075 547//
- Resource Allocations**
- Cost Finding Principles and Procedures. Preliminary Field Review Edition. Technical Report 26. ED 074 883
- A Few Issues and Ideas in Replanning Education. ED 074 598
- Managing Educational Costs. ED 074 585//
- Resource Requirements Prediction Model 1.6 Reports. ED 075 000
- Resource Guides**
- Addresses of Embassies, Consulates, and Educational and Information Offices of Interest to Foreign Language Teachers. ED 074 853
- A Guide to Environmental Study Areas of the Snake River Region. Final Report. ED 075 263
- Learning to Earn a Living: A Resource Guide for Implementation of the State Curriculum for the Educable Mentally Retarded. ED 074 664
- Oklahoma Curriculum Guide for Teaching Safety Education. ED 075 664
- Resource Materials**
- K-14 Career Education Multi-Media Catalogue. ED 075 639
- Nursing Home Trainer Program Information Service. A Selected Bibliography. ED 074 360//
- Resources for Career Development. ED 075 637
- Supplement to Abstracts of Instructional Materials for Career Education. ED 075 576
- Uses of Technology in Community Colleges: A Resource Book for Community College Teachers and Administrators. ED 075 028
- Resources**
- Addresses of Embassies, Consulates, and Educational and Information Offices of Interest to Foreign Language Teachers. ED 074 853
- The Maldistribution Thesis of Poverty: How Much of Rural Southern Poverty Can It Explain? ED 075 150
- Resource Teachers**
- The Bowling Green State University Teacher Learning Center Concept. ED 075 413
- Resource Units**
- Lincoln County Exemplary Program in Vocational Education, Resource Units Developed by Exemplary Teachers for Grades 1-12, Volume IV of Volume I. ED 075 611
- The Northern Eskimos of Alaska. A Source Book. ED 075 144
- Research Model for Levels Nine and Ten: Lincoln County School Based Model for Career Education, Volume III of Volume I. ED 075 613
- A Suggestive Resource Unit for Levels Seven and Eight Using the Occupational Clusters in Career Orientation, Volume II of Volume I. ED 075 612
- Response Mode**
- The Effects on Achievement of Using the Forced Inferential Response Mode in an Intermediate Grade Population-Geography Unit. ED 075 317
- Retarded Children**
- An Investigation of Teacher Expectancies of Instructional Materials. Research Report #2. ED 075 345
- Retarded Readers**
- Reading: Problems and Practices; A Selection of Papers. ED 074 458//
- Retention**
- Physiological Indices of a Simple Cognitive Task. ED 074 774
- Response Latency as a Correlate of Individual Differences in Retention. ED 074 745
- Retention Studies**
- Individual Differences in Learning and Retention. Final Report. ED 074 485
- A Study of Retention of Verbal Material. Final Report. ED 074 484
- Retirement**
- Faculty Retirement Systems. ED 074 908
- Revenue Sharing**
- Manpower Report of the President: A Report on Manpower Requirements, Resources, Utilization, and Training. ED 075 581
- Paying for Our Schools: Is There a Better Way? Basic Document. ED 074 639
- Paying for Our Schools: Is There a Better Way? Group I. ED 074 640
- Paying for Our Schools: Is There a Better Way? Group II. ED 074 641
- Paying for Our Schools: Is There a Better Way? Group III. ED 074 642
- Paying for Our Schools: Is There a Better Way? Group IV. ED 074 643
- Rural Development: 1971--A Year of Listening and Watching the Development of the Growing Consensus that Something Must Be Done for the People of the American Countryside. ED 075 112
- Review (Reexamination)**
- Self-Paced Physics, Segment 41A-41E. ED 075 248
- Self-Paced Physics, Segments 15-17. ED 075 241
- Revolution**
- Political Legitimacy and Revolution. ED 075 288
- "Revolution" and "Intervention." A Bibliography for Classroom Use. ED 075 289
- Rhetoric**
- Annual Conference in Rhetorical Criticism: Commended Papers (6th, California State Univ., Hayward, May, 1972). ED 074 558
- Dimensions of a Substantive Rhetoric. ED 074 539
- Epidictic Rhetoric in the Context of Ritual Behavior: Rock Concerts. ED 074 562
- [Iowa Studies in Rhetoric.] ED 074 530
- The Rhetoric of the Women's Liberation Movement: Consciousness-Raising. ED 074 545
- Rhetorical Criticism**
- Annual Conference in Rhetorical Criticism: Commended Papers (6th, California State Univ., Hayward, May, 1972). ED 074 558
- Epidictic Rhetoric in the Context of Ritual Behavior: Rock Concerts. ED 074 562
- The Rhetoric of the Women's Liberation Movement: Consciousness-Raising. ED 074 545
- Rock Music**
- Epidictic Rhetoric in the Context of Ritual Behavior: Rock Concerts. ED 074 562
- Role Conflict**
- Methods for Introducing Analysis of Conflict Theory. ED 074 542
- Role Perception**
- Children's Discrimination of Sibling Role Concepts. ED 075 077
- Effect of Information on Students' Perceptions of Counseling and Their Willingness to Seek Help. ED 074 396
- "Hey You": A Study of the Social-Psychological Implications of Form of Address. ED 074 405
- The LTA in the Library World Today; Proceedings of the Workshop (Charlotte, N.C., March 3-4, 1972). ED 075 062
- The Role Expectation of the Black Urban Principal as Perceived by Himself, Administrators, Influentials, and Other Active Community Persons. ED 075 527
- The Role of the Industrial Arts Department Chairman in Missouri Public High Schools. ED 075 681//
- The School Psychologist; His Role in Effecting Educational Outcomes. ED 075 480//
- Sexist Attitudes Among Male University Students. ED 074 421
- Role Playing**
- Role-Playing Methods in the Classroom. ED 075 276//
- Rural Areas**
- A Bibliographical Guide to Adult Education in Rural Areas, 1918-1972. ED 074 340
- Developing Programs for the Rural Handicapped. ED 074 362
- Foxfire 2: Ghost Stories, Spring Wild Plant Foods, Spinning and Weaving, Midwifing, Burial Customs, Corn Shuckin's, Wagon Making and More Affairs of Plain Living. ED 075 147//
- The Maldistribution Thesis of Poverty: How Much of Rural Southern Poverty Can It Explain? ED 075 150
- Manpower Planning for Jobs in Rural America. Proceedings of a Conference (Michigan State University, December 14-15, 1972). ED 075 155
- Mental Retardation in Rural Texas; An Examination of Selected Counties. ED 075 157
- Status Consistency of the Projected Frames of Reference of Rural Males. ED 075 105
- A Survey of Recent Literature Relevant to Optimizing the Benefits of Youth Projects for Rural Youth in the Southeastern States. Final Report. ED 075 591//
- Rural Development**
- Community Schools in Developing Countries. International Studies in Education 23.

- ED 074 381//
Impact on Development of Rural Employment and Labour Problems. Seminar Group 5.
- ED 074 321
Leadership, Education and Agricultural Development Programs in Colombia.
- ED 074 310
Rural Development: 1971--A Year of Listening and Watching the Development of the Growing Consensus that Something Must Be Done for the People of the American Countryside.
- ED 075 112
- Rural Development Act of 1972**
Manpower Planning for Jobs in Rural America. Proceedings of a Conference (Michigan State University, December 14-15, 1972).
- ED 075 155
- Rural Education**
Education for the Rural Disadvantaged: Summary of Findings and Conclusions of an Experimental Study. Research Report.
- ED 075 119
Rural Improvement Project (RIP). [Summary and Final Evaluation Report.]
- ED 075 159
Trends in Teacher Education. Number 12, Trends in the Ruralization of Primary School Curriculum in the Seventies and the Role of Teacher Education Institutions in Asian Countries.
- ED 075 118
University of Tennessee--Cinch-Powell Student Teaching Project.
- ED 075 416
- Rural Extension**
Agricultural Extension. A Reference Manual.
- ED 075 628
Training for Agriculture: Annual Review of Selected Developments.
- ED 075 670
- Rural Schools**
A Project to Demonstrate Making Vocational Education More Accessible to Persons in Rural Minnesota Through Cooperative Vocational Centers. Final Report.
- ED 075 633
- Rural School Systems**
Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities. Interim Report.
- ED 075 610
- Rural Urban Differences**
The South Goes North. Volume III of Children of Crisis.
- ED 075 111//
A Study of the Socioeconomic Status of Michigan Indians, 1971.
- ED 075 127
- Rural Youth**
Agricultural Extension. A Reference Manual.
- ED 075 628
Migrants, Sharecroppers, Mountaineers. Volume II of Children of Crisis.
- ED 075 110//
A Survey of Recent Literature Relevant to Optimizing the Benefits of Youth Projects for Rural Youth in the Southeastern States. Final Report.
- ED 075 591//
- Russian**
Some Comments on the Verbs of Motion in Russian.
- ED 074 861
- Safety**
The Health-Impaired Miner Under the Black Lung Legislation. Revised.
- ED 074 380
Highway Accident Report: Schoolbus/Automobile Collision and Fire, Near Reston, Virginia, February 29, 1972.
- ED 074 633
- Safety Education**
Annual Safety Education Review 1970.
- ED 075 406
Annual Safety Education Review 1971.
- ED 075 407
Annual Safety Education Review 1972.
- ED 075 408
Oklahoma Curriculum Guide for Teaching Safety Education.
- ED 075 664
- Safety Equipment**
Effectiveness of Existing Eye Safety Legislation in Arizona.
- ED 075 632//
- Salaries**
Higher Education Salaries 1967-68.
- ED 074 985
Professional Income of Engineers 1972.
- ED 075 192//
- San Francisco Bay Area**
San Francisco Bay Area Environmental Education Needs Study.
- ED 075 620
- Sanitation Improvement**
Programmed Cleaning and Environmental Sanitation.
- ED 074 613//
- Sanitation Management**
Programmed Cleaning and Environmental Sanitation.
- ED 074 613//
- Sarawak**
Report of Sarawak Council for Further Education.
- ED 074 377
- Scheduling**
Course Scheduling to Find the Minimum Cost Set of Facilities Required.
- ED 074 371//
- Schizophrenia**
PROJECT SED: Trail-blazing for Severely Disturbed Youngsters in a Public School.
- ED 074 675
- Scholarship Loans**
Financial Statistics of Institutions of Higher Education: Student Financial Aid, 1966-67.
- ED 074 991
Financing Students in Higher Education: Educational, Social and Economic Implications of Alternative Methods of Finance.
- ED 074 884
- Scholarships**
Scholarships and Fellowships Available to Extension Workers 1972-1973.
- ED 074 325
- School Administration**
The Regents of The University of Michigan and the Legislature of the State, 1920-1950.
- ED 074 948
School Desegregation: The Problem.
- ED 075 459//
Structuring Education for Business Management.
- ED 074 577//
- School Budget Elections**
Results of Tax, Bond and Loan Elections in California School Districts, 1971-1972.
- ED 074 589
- School Buildings**
Acoustical Environments. Educational Facilities Review Series Number 16.
- ED 074 586
- Schoolbus Design Standards**
Highway Accident Report: Schoolbus/Automobile Collision and Fire, Near Reston, Virginia, February 29, 1972.
- ED 074 633
- School Buses**
Highway Accident Report: Schoolbus/Automobile Collision and Fire, Near Reston, Virginia, February 29, 1972.
- ED 074 633
- School Community Cooperation**
Community Involvement and Teacher Education: One Experimental Program. The University of Connecticut Technical Paper.
- ED 075 367
Concepts of Teacher Centers.
- ED 075 375
- School Community Relationship**
Community College - Church Project of the Church in Higher Education. Preliminary Report. Project and Community College Institute of Columbia University.
- ED 075 013
- Education and Politics: A Shotgun Wedding. Position Paper.
- ED 075 161
Informing the Public About Alternative Options for Financing the Public Schools. Final Progress Report.
- ED 074 638
A Primer on Dissemination.
- ED 074 644
The Role Expectation of the Black Urban Principal as Perceived by Himself, Administrators, Influentials, and Other Active Community Persons.
- ED 075 527
School Desegregation in the Carolinas: Two Case Studies.
- ED 075 566//
- School Demography**
Demographic Change and Local School District Organization.
- ED 074 568//
Enrollment Projections. ENROLV2.
- ED 074 715
Reception Areas of Non-English Speaking Pupils: An Extension of Cost Analysis Data.
- ED 074 795
- School Design**
Development Project Low-Cost Comprehensive School in Lelystad, the Netherlands.
- ED 074 635
- School District Autonomy**
Five Tough Questions.
- ED 074 581//
Size and District Organization.
- ED 074 575//
- School Districts**
Application of Linear Programming Models To Determine Optimum School Attendance Areas and Busing Schedules, Subject to Varying Racial Composition. Final Report.
- ED 074 637
Emerging Urban Problems and Their Significance for School District Organization in the Great Plains States.
- ED 074 579//
Theoretical Models of School District Expenditure Determination and the Impact of Grants-in-Aid.
- ED 074 596
- School District Size**
Emerging Urban Problems and Their Significance for School District Organization in the Great Plains States.
- ED 074 579//
Planning for School District Organization -- Selected Position Papers.
- ED 074 566
Size and District Organization.
- ED 074 575//
A Study of Administrative Costs in Selected School Districts of Iowa, Missouri, and South Dakota.
- ED 074 576//
- School District Spending**
Paying for Our Schools: Is There a Better Way? Basic Document.
- ED 074 639
Theoretical Models of School District Expenditure Determination and the Impact of Grants-in-Aid.
- ED 074 596
- School Environment**
"Inequality" by Christopher Jencks: Four Critical Reactions. IRCD Bulletin, Volume 9, Number 1, January 1973.
- ED 075 563
State Department Report: Wilde Lake High School.
- ED 075 269
- School Improvement**
A Plan for Action or How To Change Old Schools into Open Space Schools Without Any Money! A Workshop.
- ED 074 632
- School Industry Relationship**
Questions for Resolution in Career Education.
- ED 075 627
- School Integration**
Application of Linear Programming Models To Determine Optimum School Attendance Areas

- and Busing Schedules, Subject to Varying Racial Composition. Final Report. ED 074 637
 Busing: A Review of "the Evidence." ED 075 535
 The Busing Game. Working Paper Series, W2-30. ED 075 538
 Desegregation: How Schools are Meeting Historic Challenge. Current Trends in School Policies and Programs Series, Number 3. ED 075 537
 The Double Double Standard: A Reply. ED 075 536
 Mexican-American Self-Concept and Educational Achievement: The Effects of Ethnic Isolation and Socio-Economic Deprivation. ED 075 126
 Perspectives of School Desegregation in the Southeast. ED 075 460//
 Perspectives of School Desegregation in the Southeast. ED 075 461//
 Public Schools in Transition. . . One Student Body, Its Needs and Directions. ED 075 446//
 School Desegregation in the Carolinas: Two Case Studies. ED 075 566//
 School Desegregation: The Problem. ED 075 459//
 Title IV and School Desegregation: A Study of a Neglected Federal Program. ED 075 520
- School Maintenance**
 Computerized Maintenance for Memphis Schools. ED 074 612
 Programmed Cleaning and Environmental Sanitation. ED 074 613//
- School Newspapers**
 Newspaper Guidelines for High School Journalists. ED 074 517
- School Organization**
 Demographic Change and Local School District Organization. ED 074 568//
 Educational Needs -- Some Changing Realities. ED 074 567//
 Emerging Urban Problems and Their Significance for School District Organization in the Great Plains States. ED 074 579//
 Five Tough Questions. ED 074 581//
 New Concepts on the Educational Horizon. ED 074 580//
 An Optimum Reading Program for Grades K-12 and School District Organization. ED 074 572//
 Planning for School District Organization -- Selected Position Papers. ED 074 566
 The Relationship of Curriculum to School District Organization. ED 074 570//
 Vocational-Technical Education and School District Organization. ED 074 573//
- School Personnel**
 Collaboration Between Educational Researchers and School Personnel: Some Reflections and Proposals for Reducing the Research-to-Practice Gap. ED 075 410
 An Evaluation of School Personnel Utilization Projects. Volume I, An Overview of Objectives and Outcomes of the Evaluation of School Personnel Utilization Projects. ED 075 382
 An Evaluation of School Personnel Utilization Projects. Volume II, An Analysis of the School Personnel Utilization Programs Goals and Objectives with Suggested Revisions. ED 075 383
 An Evaluation of School Personnel Utilization Projects. Volume III, An Assessment of the Impact of School Personnel Utilization Program Training. ED 075 384
- School Planning**
 Philadelphia's Parkway Program: An Evaluation. ED 075 534
- School Psychologists**
 Institutional Design: An Administrative Approach. ED 075 479//
 The School Psychologist; His Role in Effecting Educational Outcomes. ED 075 480//
- School Redistricting**
 Five Tough Questions. ED 074 581//
 Planning for School District Organization -- Selected Position Papers. ED 074 566
- School Responsibility**
 Drug Education Guidelines. ED 074 416
 School Accountability Laws. ED 075 488
- School Role**
 Drug Education Guidelines. ED 074 416
- Schools**
 The Atlanta/Urban Institute School Classification Project. ED 075 545
- School Safety**
 Annual Safety Education Review 1970. ED 075 406
 Annual Safety Education Review 1971. ED 075 407
- School Schedules**
 The Gresham Grade School District #4 Year-Round Plan. Community-School Planning and Implementation. ED 074 582
- School Statistics**
 Preliminary Statistics of State School Systems 1969-70. ED 074 628
- School Support**
 A Manual for Enforcing Title I Comparability. ED 075 539
 Paying for Public Schools. Issues of School Finance in California. ED 074 597//
 Results of Tax, Bond and Loan Elections in California School Districts, 1971-1972. ED 074 589
- School Surveys**
 California Community College Testing Survey. ED 075 027
 Committee on Research and Development in Modern Languages: First Report. ED 074 791//
 Florida Educational Opinion Survey, 1970. ED 074 630
 Learning English as a Second Language: A Summary of Research Department Studies. ED 074 793
 Who Watched "The Electric Company"; "The Electric Company" In-School Utilization Study: The 1971-72 School and Teacher Surveys. ED 074 438//
- School Taxes**
 Paying for Our Schools: Is There a Better Way? Basic Document. ED 074 639
 Paying for Our Schools: Is There a Better Way? Group I. ED 074 640
 Paying for Our Schools: Is There a Better Way? Group II. ED 074 641
 Paying for Our Schools: Is There a Better Way? Group III. ED 074 642
 Paying for Our Schools: Is There a Better Way? Group IV. ED 074 643
 Results of Tax, Bond and Loan Elections in California School Districts, 1971-1972. ED 074 589
- School Visitation**
 Report of a Three-Week Study Tour of the Federal Republic of Germany and Its Educational System. ED 074 850
- School Zoning**
 Application of Linear Programming Models To Determine Optimum School Attendance Areas and Busing Schedules, Subject to Varying Racial Composition. Final Report. ED 074 637
 Site Selection. Educational Facilities Review Series Number 18. ED 074 609
- Science Curriculum**
 The Effects of an Inquiry-Oriented Curriculum in Science on a Child's Achievement in Selected Academic Areas. ED 075 171//
- Science Education**
 A Comparative Study of Three Fifth Grade Classrooms on Five Selected Piaget Type Tasks Dealing with Science Related Concepts. ED 075 186//
 The Development of Divergent Thinking as a Function of Inquiry Training. ED 075 168//
 The Effects on the Intelligence, Reading, Mathematics, and Interest in Science Levels of Third Grade Students Who Have Participated in Science - A Process Approach Since First Entering School. ED 075 174//
 An Exploratory Investigation of Micro-Teaching as a Pre-Service Technique and Its Evaluation, Using the Flanders System of Interaction Analysis. ED 075 169//
 The Relative Effectiveness of Two Different Mathematics and Science Programs Used With Disadvantaged and Non-Disadvantaged First Grade Children. ED 075 175//
- Scientific Personnel**
 Effectiveness of Science Tasks and Plans for Siberian Scholars. ED 075 176//
- Scientific Research**
 Effectiveness of Science Tasks and Plans for Siberian Scholars. ED 075 176//
 The Life Sciences and Society: An Approach to the Study of the Black Experience. ED 074 959
 Microbiology in Scotland and Northern England. ED 074 975//
 National Science Foundation Annual Report 1972. ED 075 262
 Reform of Medical Education. The Role of Research in Medical Education. ED 074 974//
 Some Adverse Effects of Increased Federal Funding on Certain Basic Conditions in Academic Scientific Research: An Exploratory Study, 1950-1970. ED 075 179//
- Scientists**
 The Life Sciences and Society: An Approach to the Study of the Black Experience. ED 074 959
 Manpower Policy for Scientists and Engineers. ED 075 680
 Microbiology in Scotland and Northern England. ED 074 975//
 Work Activities and Attitudes of Scientists and Research Managers: Data from a National Survey. R and D Studies Series. ED 075 583//
- Scores**
 A Case for Using Factor Scores Rather than Summative Scores in Educational Research. ED 075 506
- Scoring Formulas**
 Assessment of Motor Learning Through Mathematical Analysis. ED 075 453//

260 Subject Index

Scotland

- Committee on Research and Development in Modern Languages: First Report. ED 074 791//

Screening Tests

- Methods and Results of an Every-Child Program for the Early Identification of Developmental Deficits. ED 074 672

Scripts

- Let's Write a Script. ED 074 701//

Search Strategies

- QUEST: A Conversational Access to Computerized Searches of the ERIC System. ED 074 758
User Documentation; WISE-ONE. ED 074 716

Seasonal Laborers

- Direct and Contract Hiring of Seasonal Farm Labor. ED 075 635

Secondary Education

- A Description of a Changing High School English Department. ED 074 507//
English Department Midi Course Curriculum for Juniors and Seniors at Norton High School. ED 074 490
English Language Arts: Language Section K-12, Experimental Edition. ED 074 515
Evaluating Reading and Study Skills in the Secondary Classroom. A Guide for Content Teachers Reading Aids Series. ED 074 482
Evaluative Criteria for High School Textbooks in Journalism and Mass Media. ED 074 516
Identification of Common Content in Courses Offered by Various Vocational Services at the Secondary Level. Final Report. ED 075 622
Interim Report on CETA. ED 075 359
Language Arts: A Curriculum Guide, Levels: Kindergarten through Twelve. ED 074 509
Maximizing Use of Community Resources in the Teaching of English: A Survey of Professional Opinion. ED 074 506//
Newspaper Guidelines for High School Journalists. ED 074 517
A Program for Students with Learning Difficulties. Social Studies; Ten, Eleven, and Twelve. ED 075 442
Project Media Now--A Bold Look at New Curricula. ED 074 500
Readings for Teaching English in Secondary Schools. ED 074 494//
Reading: Today and Tomorrow. ED 074 436//
Secondary Education, Social Structure and Development in Latin America. ED 075 278
Teaching Shakespeare. ED 074 491//

Secondary Grades

- Item Study Summary Report Sequential Tests of Educational Progress (STEP); Reading, Mathematics and Writing for Grades 4, 6, 8, 10 and 12 by State and District School Year 1970-1971. Research Report No. 77. ED 074 441
A Practical Guide To The Open Classroom. ED 074 737//
Product Evaluation at the Career Development Center. 1971-72 Final Report. ED 075 574
Speech Communication in the Secondary School. ED 074 546//
What's Ecology? ED 075 165//

Secondary School Counselors

- A Comparison of Perceptions Held by Principals, Counselors and Apprentices in Selected

- Psychological, Educational and Socio-Economic Areas. ED 075 630//

Secondary School Mathematics

- Comparison of Two Instructional Strategies for Teaching the Solution to Verbal Problems. Final Report. ED 075 260
A Guide to Field Mathematics. ED 075 232
An Introduction to Flow Proof. A Manual for Teachers. ED 075 229
Programmed Math Continuum, Level One, Algebra, Handbook. ED 075 200
Programmed Math Continuum, Level One, Algebra, Measurable Behavioral Objectives. ED 075 201
Programmed Math Continuum, Level One, Algebra, Volume 1. ED 075 202
Programmed Math Continuum, Level One, Algebra, Volume 2. ED 075 203
Programmed Math Continuum, Level One, Algebra, Volume 3. ED 075 204
Programmed Math Continuum, Level One, Algebra, Volume 4. ED 075 205
Programmed Math Continuum, Level One, Algebra, Volume 5. ED 075 206
Programmed Math Continuum, Level One, Algebra, Volume 6. ED 075 207
Programmed Math Continuum, Level One, Algebra, Volume 7. ED 075 208
Programmed Math Continuum, Level One, Algebra, Volume 8. ED 075 209
Programmed Math Continuum, Level One, Algebra, Volume 9. ED 075 210
Programmed Math Continuum, Level One, Algebra, Volume 10. ED 075 211
Programmed Math Continuum, Level One, Algebra, Volume 11. ED 075 212
Programmed Math Continuum, Level One, Algebra, Volume 12. ED 075 213
Programmed Math Continuum, Level One, Algebra, Volume 13. ED 075 214
Programmed Math Continuum, Level One, Algebra, Volume 14. ED 075 215
Programmed Math Continuum, Level One, Algebra, Volume 15. ED 075 216

Secondary Schools

- French for Travelers--Spanish for Travelers: Nonsequential Semester Courses in the Foreign Language Area. Guidelines and Handbook. ED 074 800
L'Humanite n'en Sortira pas...Vivante (Humanity Will Not Get Out Alive). French Ecology Packet: Resource Materials and Readings for French Classes at Advanced Levels. ED 074 849
Selected Comparisons of Teacher and Curriculum Characteristics Related to Educational Innovation for the Great Plains. ED 074 571//
Sind Sie fit (Are You in Shape)? Calisthenics in German. ED 074 848

Secondary School Students

- Participation in Student Activities as a Variable in the Educational Attainment and Expectation Process. ED 074 408
Reading Improvement in the Secondary School. ED 074 467//
Texas Achievement Appraisal Study, 1971. ED 074 390

Secondary School Teachers

- The Relationship of Secondary School Teachers' Subject Specialization, Teaching

- Level, and Reaction to Selected Teaching Situations. ED 075 170//

- We Learn Together: A Small Group Process Manual for Secondary Teachers. ED 074 827

Second Language Learning

- An Evaluative Study of Instructional Strategies and Pupil Cognitive Learning in an English as a Second Language Program of a Spanish-English Bilingual Education Project. ED 075 504
The "Graduate" Study. ED 074 794
Individualized Instruction at Levels I and II. ED 074 825

Secretaries

- Communications and Decision Making. Instructor's Guide for an Adult Course. ED 074 352
Environmental Relationships in Business. Instructor's Guide for an Adult Course. ED 074 351

Self Actualization

- The Relationship Between Measured Self-Actualization and Student Teacher Effectiveness. ED 075 395

Self Concept

- Career Education: The Student in Focus. ED 075 625
The Forsaken Lover: White Words and Black People. ED 074 493//
Man in Society. ED 075 312
Non-Cognitive Development of Mentally Retarded Children. ED 075 452//
The Self Concept of Mental Retardates: Some Problems of Assessment. ED 075 451//
A Study of the Effects of the Installation of a Curriculum Engineering System. ED 075 499

Self Concept Tests

- A Mathematics Self-Concept Test. ED 075 512
The Self Concept of Mental Retardates: Some Problems of Assessment. ED 075 451//

Self Directed Classrooms

- Can a Teacher Have Flexible-Modular Scheduling Within a Traditionally Organized School? ED 075 393

Self Directed Groups

- Can a Teacher Have Flexible-Modular Scheduling Within a Traditionally Organized School? ED 075 393
The Evergreen State College Bulletin 1973-74. ED 074 949

Self Esteem

- Changes in Self-Esteem as a Result of an Individualized Curriculum. Preliminary Report. ED 074 711
Social and Personality Factors Influencing Learning from Film and Television. ED 074 709
The "Younger-Minority Boy" as a Clue to the Source of Achievement Orientation. ED 074 433

Self Expression

- Explorations in Children's Writing. ED 074 525

Self Help Programs

- Remedial Sheets for Progress Checks, Segments 1-14. ED 075 249
Remedial Sheets for Progress Checks, Segments 19-40. ED 075 250
Revised Listing of Objectives, Appendix 1. ED 075 257
Self-Paced Physics, Segment 41A-41E. ED 075 248
Self-Paced Physics, Segments 1-5. ED 075 238
Self-Paced Physics, Segments 6-10. ED 075 239
Self-Paced Physics, Segments 11-14. ED 075 240

- Self-Paced Physics, Segments 15-17. ED 075 241
- Self-Paced Physics, Segments 19-23. ED 075 243
- Self-Paced Physics, Segments 24-27. ED 075 244
- Self-Paced Physics, Segments 28-31. ED 075 245
- Self-Paced Physics, Segments 32-36. ED 075 246
- Self-Paced Physics, Segments 37-40. ED 075 247
- Semantics**
- Cognitive Aspects of Learning in Arbitrary and Non-Arbitrary Contexts: Acquisition of Knowledge from Natural-Language Discourse. Final Report. ED 074 527
- Negative Transportation and Tag-Questions. ED 074 835
- The Role of Comprehension in Learning Concrete and Abstract Sentences. ED 074 443
- Some Comments on the Verbs of Motion in Russian. ED 074 861
- Seminars**
- An Evaluation of a Race Relations Seminar. ED 074 366
- Reports on Some Salient Topics and/or Issues in Educational Psychology, Measurement and Research as Presented by Doctoral Students. A Seminar. ED 075 470
- Senior High Schools**
- The English Language Arts and Basic Skills Program of the Bellevue Public Schools. Senior High Level. ED 074 489
- Sensitivity Training**
- A Master's Degree Program for the Teaching of Culturally and Educationally Deprived Children and Youth. ED 075 438
- Sensory Aids**
- Development and Demonstration of Communication Systems for the Blind and Deaf/Blind. Braille Communication Terminals and Tactile Paging Systems. Final Report. ED 074 663
- Strand I: Physical Health. Sensory Perception. Health Curriculum Materials Grades 7, 8, 9. ED 075 437
- Sensory Experience**
- Aptitude-Treatment Interactions with Handicapped Children: A Focus on the Measurement of the Aptitude Component. ED 075 510
- Sensory Training**
- Project LIFE, Visual-Perceptual Training. ED 074 652
- Strand I: Physical Health. Sensory Perception for Grades K-3. ED 075 435
- Strand I: Physical Health. Sensory Perception. Health Curriculum Materials Grades 4, 5, 6. ED 075 436
- Sentence Structure**
- Learning, Organization, and the Integration of Written Prose. ED 074 498
- Negative Transportation and Tag-Questions. ED 074 835
- Sequential Tests of Educational Progress (STEP)**
- Item Study Summary Report Sequential Tests of Educational Progress (STEP); Reading, Mathematics and Writing for Grades 4, 6, 8, 10 and 12 by State and District School Year 1970-1971. Research Report No. 77. ED 074 441
- Serrano**
- Restructuring School Finance. Legal and Financial Implications of the Serrano Case for the State of Oregon. ED 074 606
- Services**
- Basic Commitments and Responsibilities to Exceptional Children and Policy Statement on Governmental Affairs. ED 074 654
- Directories of Services and Facilities; A Selective Bibliography. Exceptional Child Bibliography Series No. 638. ED 074 684
- Service Workers**
- New Careers Positions Descriptions: Sourcebook for Trainers, Entry Level. ED 075 595//
- Sex Differences**
- Attachment Behavior in Thirteen-Month-Old, Opposite Sex Twins. ED 075 079
- Attention and Reading Achievement in First Grade Boys and Girls. Research Report No. 43. ED 074 447
- The Influence of Sex of Student and Sex of Teacher on Students' Achievement and Evaluation of the Teacher. ED 074 410
- Social and Personality Factors Influencing Learning from Film and Television. ED 074 709
- Sex Discrimination**
- Beliefs of Women Faculty About Discrimination. ED 075 005
- Education Act Extends Sex Discrimination and Minimum Wage Provisions. Legislative Series 2. ED 074 626
- Equality of Opportunity in Higher Education - The Impact of Contract Compliance and the Equal Rights Amendment. ED 074 920
- Report of the Task Force on the Status of Women at the University of California, Davis. ED 074 979
- Report on the Status of Women Faculty at Boston State College. ED 074 995
- Sexist Attitudes Among Male University Students. ED 074 421
- The Status of Faculty Women: A Method for Documentation and Correction of Salary and Rank Inequities Due to Sex. ED 074 996
- The Status of Faculty Women at Indiana State University, A Survey. ED 074 994
- The Status of Professional Women at the University of Wisconsin: Proposals for Change. ED 075 004
- Women's Caucus of the College Art Association Survey of the Status of Women in 164 Art Departments in Accredited Institutions of Higher Education. ED 074 901
- The Women's Movement and Its Impact on Higher Education. ED 074 886
- Shakespeare (William)**
- Teaching Shakespeare. ED 074 491//
- Sharecroppers**
- Migrants, Sharecroppers, Mountaineers. Volume II of Children of Crisis. ED 075 110//
- Sheltered Workshops**
- Multi-Handicapped Blind Persons Can Work. ED 074 665
- Rehabilitation, Sheltered Workshops, and the Disadvantaged: An Exploration in Manpower Policy. ED 075 609//
- Short Courses**
- English Department Midi Course Curriculum for Juniors and Seniors at Norton High School. ED 074 490
- An Imaginary Trip to Spain. ED 074 839
- Traveling in France. ED 074 838
- Siblings**
- Children's Discrimination of Sibling Role Concepts. ED 075 077
- Sight Vocabulary**
- The Effects of Pictures on the Acquisition of a Sight Vocabulary in Rural EMR Children. ED 074 752
- Simulation**
- Coding Instructions, Worksheets, and Keypunch Sheets for M.E.T.R.O.-APEX Simulation. ED 075 261
- An Instructional Model for Computer Assisted Instruction. Technical Report. ED 074 695//
- Simulation in the Classroom. ED 074 725//
- Social Studies: Application Units. Course II, Teachers. Computer-Oriented Curriculum. REACT (Relevant Educational Applications of Computer Technology). ED 075 272
- Student Instructor Load Model-Phase II (SIL-II). Summary Description. ED 074 339//
- Simulators**
- Educational Technology Program. Quarterly Technical Summary, 1 March - 31 May 1972. ED 074 698//
- Site Selection**
- Site Selection. Educational Facilities Review Series Number 18. ED 074 609
- Skill Analysis**
- Driver Education Task Analysis. Volume I: Task Descriptions. Final Report (August 1969-July 1970). ED 075 571//
- Driver Education Task Analysis. Volume IV: The Development of Instructional Objectives. Final Report. ED 075 623
- Driver Education Task Analysis. Volume II: Task Analysis Methods. Final Report. ED 075 624
- Skill Centers**
- Innovations in Apprenticeship: The Feasibility of Establishing Demonstration Centers for Apprenticeship and Other Industrial Training. Final Report. ED 075 596//
- Skill Development**
- Photography in Outdoor Education. ED 075 138
- Skilled Labor**
- Vocational-Technical Education and School District Organization. ED 074 573//
- Skilled Occupations**
- The Role of Postsecondary Occupational Education. ED 075 651
- Skinner (B F)**
- Beyond Freedom and Dignity. ED 075 476//
- Skyline Career Development Center**
- Product Evaluation at the Career Development Center. 1971-72 Final Report. ED 075 574
- Slides**
- Programa De Educacion Interamericana. ED 075 440
- Slow Learners**
- Physical Science-Supplement: Project Oriented. ED 075 441
- The Slow Learner and the Reading Problem. ED 074 463//
- Small Group Instruction**
- The Group Experience in Schools. (A Preliminary View for English Teachers). ED 075 344
- We Learn Together: A Small Group Process Manual for Secondary Teachers. ED 074 827
- Social Action**
- Is Our Evolving Social Policy for Children Based on Fact or Fiction? ED 075 080
- Social Adjustment**
- Towards the Construction of Life-Long Education System. ED 074 337
- Social Attitudes**
- Communication Correlates of Commitment.

- Trends in Political Persuasion in the United States. ED 074 554
- ED 074 565
- Social Behavior**
Clustering and Socially-Directed Behaviors in a Playgroup of One-Year Olds. Appendix 2. ED 075 073
Developmental Aspects of Understanding and Evaluating Television Content. ED 075 096
- Social Change**
Beyond Freedom and Dignity. ED 075 476//
A Bibliographical Guide to Structural Development. ED 074 375
Changing Neighborhood and Clique Structure in Two Missouri Communities, 1955-66. ED 074 353
Content Through Methodology. ED 075 283
The Education of Adults in the Spectrum of Public Educational Policy: Principles and Practice of the Department of Adult Education in the University of Manchester, United Kingdom. ED 074 338
The Growth of Television in the United States (1960 to 1980). ED 074 785
Man to Mankind: The International Dimension of Teacher Education. ED 075 447//
Mental Health and Social Change: An Annotated Bibliography. ED 074 391
The Relationship of Curriculum to School District Organization. ED 074 570//
School Desegregation in the Carolinas: Two Case Studies. ED 075 566//
In Search of Life-Long Education. ED 074 335
Towards the Construction of Life-Long Education System. ED 074 337
- Social Class**
Simultaneous Estimation of Teacher Mobility and Reading Scores. ED 075 358
- Social Development**
Children and Youth: Psychosocial Development. ED 075 095//
Clustering and Socially-Directed Behaviors in a Playgroup of One-Year Olds. Appendix 2. ED 075 073
The Effect of Teaching Styles on Student Behaviors as Related to Social-Emotional Development. ED 075 376
Elements of Interpersonal Communication. ED 074 555//
- Social Environment**
An Adlerian Approach to Measuring Change in College Freshmen. ED 074 431
Television and the New Persuasion. Proceedings of the Annual Symposium on Issues in Public Communication (3rd, Lawrence, Kansas, July 16-17, 1970). ED 074 543//
- Social Influences**
The Effect of Instructions, Discrimination Difficulty, and Methods of Assessment on Generalized Imitation. ED 075 076
Forces Affecting Educational Decisions. ED 074 636
- Socialization**
Beyond Black and White. ED 075 531//
Children and Youth: Psychosocial Development. ED 075 095//
Children's Social Learning: Implications of Research and Expert Study. ED 075 071
Socialization of Young Children: An Abstract Bibliography. ED 075 104
- Socially Deviant Behavior**
To Drink or Not to Drink An Experimental Analysis of the Effects of Group Decision-Making on Group Drinking by Alcoholics. ED 074 397
- Social Problems**
Appraising the Economic And Social Effects of Advertising. A Review of Issues and Evidence. ED 074 776
Beyond Black and White. ED 075 531//
New Concepts on the Educational Horizon. ED 074 580//
The South Goes North. Volume III of Children of Crisis. ED 075 111//
- Social Psychology**
Exploratory Observations on Family Interaction Patterns and Family Planning in the Filipino Community of Waiialua, Hawaii. ED 074 423
Is Our Evolving Social Policy for Children Based on Fact or Fiction? ED 075 080
- Social Reinforcement**
Effects of Verbal Evaluations on 4-11 Year Old's Learning and Performance. ED 074 434
- Social Relations**
Children's Discrimination of Sibling Role Concepts. ED 075 077
"Hey You": A Study of the Social-Psychological Implications of Form of Address. ED 074 405
Is Dissonance Motivating? Relationships Between Cognitive Behaviors and Tension Measures During Aggression. ED 074 427
- Social Responsibility**
Cable Television: Citizen Participation in Planning. ED 074 781//
The Social-Action Role of the University: San Juan, Puerto Rico. A Study of the Torrecilla Baja (Pinones) Community. Final Report. ED 074 992
- Social Sciences**
Annotated/Categorized Bibliography of Social Science Journals. ED 075 302
Bibliography on Racism. ED 075 523
Comparative Studies of Blacks and Whites in the United States. Quantitative Studies in Social Relations Series. ED 075 532//
DARE: Unesco Computerized Data Retrieval System for Documentation in the Social and Human Sciences (Including an Analysis of the Present System). ED 074 744//
Paired-Associate Learning. ED 074 456//
Selections from the Fifth and Sixth National Colloquia on Oral History. ED 074 544//
Social Sciences: Curriculum Guide for Teaching Gifted Students Social Sciences in Grades Seven Through Nine. ED 074 679
Social Studies: Application Units. Course II, Teachers. Computer-Oriented Curriculum. REACT (Relevant Educational Applications of Computer Technology). ED 075 272
- Social Structure**
A Bibliographical Guide to Structural Development. ED 074 375
Teacher Verbal Behavior and Classroom Social Structure. ED 075 389
- Social Studies**
Accountability in Social Studies--A Questioning View. ED 075 291
American Ethnic Groups: A Selected Bibliography. ED 075 304
An Analysis of Inquiry in the Social Studies. ED 075 292
- The Busing Game. Working Paper Series, W2-30. ED 075 538
Conceptual Analysis in Social Studies Research. ED 075 297
Content Through Methodology. ED 075 283
Designing Culturally Sensitive Curriculum Materials for Canadian Schools. Indian-Metis. ED 075 301
Early Indians Use Jones Valley. (Reading for "The South: Birmingham Case Study and the South as a Region". Grade Five (Unit IV) Project Social Studies.) ED 075 280
Intercultural Studies Information Service. Volume 1, Number 2. ED 075 299
Iterim Report-Summer Institute. ED 075 279
Measuring Social Studies Achievement: A Matter of Values. ED 075 493
Measuring Social Studies Concept Attainment: Boys and Girls. Report from the Project on A Structure of Concept Attainment Abilities. ED 075 273
The Original Americans. An Experimental Teaching Unit. ED 075 308
A Program for Students with Learning Difficulties. Social Studies; Ten, Eleven, and Twelve. ED 075 442
The Rationale for Canadian Studies in Schools of the United States. ED 075 268
"Revolution" and "Intervention." A Bibliography for Classroom Use. ED 075 289
Selected Readings on Phoenix. Grade Five, Unit: Phoenix. ED 075 271
Social Studies: Application Units. Course II, Teachers. Computer-Oriented Curriculum. REACT (Relevant Educational Applications of Computer Technology). ED 075 272
Sources of Information and Materials: Maps and Aerial Photographs. A Reference Book. ED 075 266
Student Almanac. Grade Five. ED 075 270
A Survey of the Teaching of History and Social Studies in Secondary Schools. ED 075 277
Teaching Economics in Elementary Schools: Comparing Program vs. Non-Program Students and the Effect of Teacher Acquaintance with Instructional Materials. ED 075 293
Viewing Standardized Social Studies Achievement Tests from a Reading Perspective. ED 075 492
A World Curriculum for United States Schools. ED 075 284
- Social Studies Units**
Audio Visual Based Indian Resource Unit. ED 075 303
Man in Society. ED 075 312
Multi-Ethnic Micro-Units. ED 075 305
A Program for Students with Learning Difficulties. Social Studies; Ten, Eleven, and Twelve. ED 075 442
Selected War/Peace Curriculum Units Available for High School Level Teaching. Developmental Draft. ED 075 267
Teaching About North America. ED 075 309
- Social Systems**
Adult Education as Part of Life-Long Education. ED 074 330
Adult Education in Tanzania: Life-Long Process for National Development. ED 074 328
Life-Long Education in the Peruvian Revolution: Meaning, Realizations and Perspectives. ED 074 336
Strategies for Directing Existing Educational Systems Towards Life-Long Education: What Algerian Experience Has to Contribute. ED 074 329

Social Work

An Examination of Social Worker-Client Relationship Effectiveness.

ED 074 414

Undergraduate Social Work Education for Practice: A Report on Curriculum Content and Issues.

ED 074 894

Social Workers

Undergraduate Social Work Education for Practice: A Report on Curriculum Content and Issues.

ED 074 894

Sociocultural Patterns

Ethnic Values and Language Learning.

ED 074 859

Man in Society.

ED 075 312

Socioeconomic Background

A Comparison of New Cadets at USMA with Entering Freshmen at Other Colleges Class of 1974.

ED 074 967//

Socioeconomic Influences

Occupied America. The Chicano's Struggle Toward Liberation.

ED 075 113//

Texas Achievement Appraisal Study, 1971.

ED 074 390

Socioeconomic Status

The Academic Achievement and Social Mobility of Community College Transfer and Native Students in a Professional Education Program.

ED 075 016

Achievement by Junior College Transfer, Four-Year College Transfer, and Native Juniors as Measured by the CLEP General Examinations.

ED 075 017

Parents' Ability to Attend to Children: Predictors of Intelligence.

ED 075 067

Persons of Spanish Origin in the United States: March 1972 and 1971. Population Characteristics. Current Population Reports.

ED 075 143

Segregation in Residential Areas: Papers on Racial and Socioeconomic Factors in Choice of Housing.

ED 075 547//

A Study of the Socioeconomic Status of Michigan Indians, 1971.

ED 075 127

Sociology

A Profile of Instructors of Sociology in Junior Colleges of the South.

ED 075 023

Student Careers of Graduate Student Women in Sociology at an Elite Department.

ED 074 900

Sorting Procedures

Do Preschoolers Learning to Sort Prefer the Help of Vygotsky or Piaget?

ED 075 094

Source Credibility

The Generalizability of Source Credibility Scales for Public Figures.

ED 074 560

Southeast Asia

Alternatives in Education: A Regional Practicum.

ED 074 590

Southern States

The Maldistribution Thesis of Poverty: How Much of Rural Southern Poverty Can It Explain?

ED 075 150

A Survey of Recent Literature Relevant to Optimizing the Benefits of Youth Projects for Rural Youth in the Southeastern States. Final Report.

ED 075 591//

Southwest

Occupied America. The Chicano's Struggle Toward Liberation.

ED 075 113//

Southwestern Library Interstate**Cooperative Endeas**

SLICE Office Quarterly Report for the Period January 1, 1973 to March 31, 1973.

ED 075 034

Soviet Union

Some Problems in the Planning of Higher Education in the USSR.

ED 074 885

Space Classification

Inventory of Physical Facilities in Institutions of Higher Education Fall 1969.

ED 075 001

Space Orientation

Body Buffer Zone and Proxemics in Blocking.

ED 074 541

Spanish

Content Analysis Schedule for Bilingual Education Programs: Ukiah Indian, Mexican-American Bilingual-Bicultural Program.

ED 074 856

Content Analysis Schedule for Bilingual Education Programs: The Bilingual School, P.S. 25.

ED 074 862

Content Analysis Schedule for Bilingual Education Programs: Albuquerque Public School Bicultural-Bilingual Program.

ED 074 863

Content Analysis Schedule for Bilingual Education Programs: The Lorain City Bilingual Education Program.

ED 074 876

Cursos in Educacion Vocacional (Courses in Vocational Education): A Spanish Language Introduction to the Various Areas of Vocational and Technical Education Commonly Available in the Vocational Secondary Schools of Pennsylvania.

ED 074 826

Experiment in International Living (EIL) Latin-American Spanish Volume II: An Audio-Lingual Course with Correlated Tapes.

ED 074 790

The Hispanic Experience in New Jersey Schools: An Issue Paper on a Topical Subject in Education.

ED 074 831

An Imaginary Trip to Spain.

ED 074 839

Mi Libro: Initial Reading in Spanish--Pre-Reading Workbook, Teacher's Edition.

ED 074 830

Tests in Spanish and Other Languages and Nonverbal Tests for Children in Bilingual Programs: An Annotated B.E.A.R.U. Bibliography.

ED 074 852

They Help Each Other Learn: A Group Participation and Leadership Training Manual.

ED 074 829

A Title I ESEA Case Study: Spanish English Developmental Program, Buffalo, New York.

ED 074 869

We Learn Together: A Small Group Process Manual for Secondary Teachers.

ED 074 827

Spanish Americans

Americas Unidas; Pilot Broadcasting Program Los Angeles, California.

ED 074 722

Strengthening Manpower Programs for Spanish-Speaking Americans. Report of the Department of Labor Study Group on Manpower Needs of Spanish-Speaking Americans.

ED 075 626

Spanish Culture

Chicano Children's Literature, Annotated Bibliography.

ED 075 158

Spanish Speaking

Americas Unidas; Pilot Broadcasting Program Los Angeles, California.

ED 074 722

An Evaluative Study of Instructional Strategies and Pupil Cognitive Learning in an English as a Second Language Program of a Spanish-English Bilingual Education Project.

ED 075 504

Latino and Anglo in Holland, Michigan. A Comparison of Their Economic, Housing and Educational Characteristics Based on Data from the 1970 U.S. Census.

ED 075 146

Materiales en Marcha para el Esfuerzo Bilingue-Bicultural (Materials on the March for the Promotion of Bilingualism/Biculturalism). September 1972.

ED 074 833

Materiales en Marcha para el Esfuerzo Bilingue-Bicultural (Materials on the March for the Promotion of Bilingualism/Biculturalism). November, 1972.

ED 074 851

Persons of Spanish Origin in the United States: March 1972 and 1971. Population Characteristics. Current Population Reports.

ED 075 143

Special Classes

Comparative Survey of Programs for Exceptional Children. Survey Report 1971-72.

ED 074 659

Standards for the Operation of Special Education Programs and Services.

ED 074 646

Special Degree Programs

Improvement of Opportunity in Higher Education: Alternative Modes for Earning Undergraduate Degrees and College Credit.

ED 074 939

Report of the Task Force to Explore Feasibility of a Three-Year Baccalaureate Program. Established March 1, 1972.

ED 074 944

Special Education

Elementary Teacher Training Specialization.

ED 075 417

Executive Abstracts: Summary of the Title I Evaluation, 1971-1972 School Year.

ED 075 533

New Organizational Patterns and Delivery Systems.

ED 074 600

Tomorrow Is Today's Dream.

ED 075 348

Special Education Teachers

A Child Development, Behavior Modification Research, and Data-Based Model for Training Teachers of Young Handicapped Children.

ED 074 690

Special Health Problems

Physically Handicapped/Special Health Problems and Cerebral Palsy: A Selective Bibliography. Exceptional Child Bibliography Series No. 628.

ED 074 682

Special Libraries

Proceedings of Military Librarians' Workshop (16th, October 2-4, 1972) Technology Transfer.

ED 075 035

Survey of Transportation Libraries in the United States and Canada.

ED 075 039//

Special Services

Evaluation of the Effectiveness of Pre- and Post-Enrollment Services to Job Corps Enrollees. Final Report.

ED 075 593//

Speech

Modes of Transcription in Natural Languages.

ED 074 860

Speech Communication Education

Methods and Problems of Pre- and Post-Communication Competency Assessment.

ED 074 551

Speech Comprehension

Comprehension of a Narrative Passage by Primary School Children as a Function of Listening Rate and Reading Comprehension Level.

ED 074 708

Speeches

The Commission on Academic Tenure in Higher Education: A Preview of the Report.

ED 074 930

Systems and the Changing Architectural Practice.

ED 074 599

The Women's Movement and Its Impact on Higher Education.

ED 074 886

Speech Habits

Laboratory Studies of Imitation and Language Acquisition: Is there an Interface with the Normal Environment?

ED 075 081

264 Subject Index

Speech Skills

Speech Communication in the Secondary School.

ED 074 546//

Which Comes First Training or Research?

ED 074 549

Speed Reading

Speed Reading, An Annotated Bibliography.

ED 074 481

Spelling Instruction

The Effects of Three Spelling Programs on the Spelling Achievement of Sixth Graders from Two Culturally Different Areas.

ED 075 551

Staff Orientation

Parent Involvement Staff Handbook: A Manual for Child Development Programs.

ED 075 074

Staff Utilization

An Evaluation of School Personnel Utilization Projects. Volume I, An Overview of Objectives and Outcomes of the Evaluation of School Personnel Utilization Projects.

ED 075 382

An Evaluation of School Personnel Utilization Projects. Volume II, An Analysis of the School Personnel Utilization Programs Goals and Objectives with Suggested Revisions.

ED 075 383

An Evaluation of School Personnel Utilization Projects. Volume III, An Assessment of the Impact of School Personnel Utilization Program Training.

ED 075 384

The LTA in the Library World Today; Proceedings of the Workshop (Charlotte, N.C., March 3-4, 1972).

ED 075 062

Standardized Tests

California Community College Testing Survey.

ED 075 027

Measuring Social Studies Achievement: A Matter of Values.

ED 075 493

Viewing Standardized Social Studies Achievement Tests from a Reading Perspective.

ED 075 492

Standards

Case Study of Performance Based, Field Oriented Education at the University of Washington 1967-72.

ED 075 420

Head Start Program Performance Standards. OCD-HS Head Start Policy Manual.

ED 075 082

Standards for Personnel Training in Mental Retardation and Related Developmental Handicaps.

ED 074 662

Standards for Teleprocessing: New Approaches for New Needs.

ED 074 721

Standard Spoken Usage

Early Australian Pronunciation.

ED 074 834

A Test of Proficiency in Black Standard and Nonstandard Speech. Research and Development Memorandum #101.

ED 075 497

Variations in the Structure and Use of Standard English. Final Report.

ED 074 526

Stanford Achievement Test

A Test of Proficiency in Black Standard and Nonstandard Speech. Research and Development Memorandum #101.

ED 075 497

State Action

Higher Education in the States. Vol. 3, No. 3.

ED 074 961

State Agencies

An Information Service for State Administrators of Vocational Rehabilitation. Final Report.

ED 075 584//

Opinion Leaders in the Organizational Structure of Two State Divisions of Vocational and Technical Education. Final Report.

ED 075 573

State Aid

An Analysis of Vocational Program Costs.

ED 075 597

Bond Management - Higher Education.

ED 074 954

The Church, the College, and the State--Changing Patterns of Relationship.

ED 074 921

A Longitudinal Study of Fiscal Equalization in Illinois.

ED 074 621

A Manual for Enforcing Title I Comparability.

ED 075 539

State Boards of Education

Dissemination as a Process Component with Implications for Organizing a State Agency Dissemination Unit.

ED 074 584

Education and the Environment. Report of a Multi-state Conference, November 8-10, 1971, Annapolis, Maryland.

ED 075 314

State Education Agency Planning: Impact of Federally Funded Programs.

ED 074 605

State Church Separation

The Church, the College, and the State--Changing Patterns of Relationship.

ED 074 921

State Curriculum Guides

Oklahoma Curriculum Guide for Teaching Safety Education.

ED 075 664

State Departments of Education

A Comprehensive Plan for Special Education.

ED 074 669

Directions to Better Education.

ED 075 290

Dissemination as a Process Component with Implications for Organizing a State Agency Dissemination Unit.

ED 074 584

[Management By Objectives Program.]

ED 075 300

State Education Agency Planning: Impact of Federally Funded Programs.

ED 074 605

State Government

Developing Programs for the Rural Handicapped.

ED 074 362

Higher Education in the States. Vol. 3, No. 3.

ED 074 961

State Laws

Cable Television: From Here to Where?

ED 074 786

Humanism and Accountability: Let No Man Draw Asunder.

ED 075 483

Obstacles to Interstate Adoption.

ED 075 084

Regulation of Cable Television by the State of New York.

ED 074 788

State Legislation

Collective Bargaining: Professional Negotiations.

ED 074 906

Cooperative Accountability Project. An Overview of the Cooperative Accountability Project.

ED 074 625

Higher Education in the States. Vol. 3, No. 3.

ED 074 961

The Regents of The University of Michigan and the Legislature of the State, 1920-1950.

ED 074 948

Restructuring School Finance. Legal and Financial Implications of the Serrano Case for the State of Oregon.

ED 074 606

School Accountability Laws.

ED 075 488

State of the Art Reviews

The Economy, Energy, and the Environment. A Background Study.

ED 075 163

Energy and the Environment.

ED 075 230

Feedback in Group Instruction.

ED 075 044//

State Programs

Agua Arriba--Up the Stream.

ED 075 114

Annual Evaluation of Vocational Education in Kansas, 1971-1972.

ED 075 675

Annual Report of the North Dakota State Advisory Council for Vocational Education (Third), December 1972.

ED 075 669

Annual Report of the Oklahoma State Advisory Council Vocational-Technical Education (Fourth).

ED 075 652

Comparative Survey of Programs for Exceptional Children. Survey Report 1971-72.

ED 074 659

Focus on the Future of Georgia 1970-1985.

ED 075 482

A Formative-Summative Evaluation Design for a State-Sponsored Program of Educational Experimentation.

ED 075 507

Humanism and Accountability: Let No Man Draw Asunder.

ED 075 483

Meta-Evaluation Applied: The Evaluation of a Large Scale Evaluation System.

ED 075 509

Migrant Education Administrative Handbook. Revised April 1973.

ED 075 151

An Occupational Vocational Education Model for the State of Delaware. (October 1, 1971-September 30, 1972). Interim Report.

ED 075 686

The Program Data Analysis Plan for Colorado Special Education.

ED 074 649

A Report on State Programs for Young Children in Colorado.

ED 075 088

State School District Relationship

The Emerging Regional Educational Service Agency: The Newest Member of the Restructured State School System.

ED 074 578//

Five Tough Questions.

ED 074 581//

Size and District Organization.

ED 074 575//

State Standards

Standards for the Operation of Special Education Programs and Services.

ED 074 646

State Surveys

Ethnic Studies in Elementary Schools and Secondary Schools in New York.

ED 075 558

Focus on the Future of Georgia 1970-1985.

ED 075 482

Primary Handicaps of Students in Programs for the Physically Handicapped.

ED 074 680

Report on the Vocational Education Effort in Iowa, 1972.

ED 075 671

A Study of the Socioeconomic Status of Michigan Indians, 1971.

ED 075 127

State University of New York

Senior Survey 71. Part II: Experiences at SUNY/B.

ED 074 925

Statewide Planning

Annual Report of the Coordinating Board, Texas College and University System, 1972.

ED 074 934

Annual Report of the South Carolina Commission on Higher Education.

ED 074 947

Demographic Change and Local School District Organization.

ED 074 568//

The Development and Implementation of a Statewide Evaluation System.

ED 075 508

Excerpts from the Findings and Recommendations of Eight Resource Groups. A Report to the Management/Policy Group of the Commission for Higher Education.

ED 074 905

Faculty Retirement Systems.

ED 074 908

- Fiscal Support and Resource Allocation. A Discussion Paper for the Master Plan for Higher Education in Connecticut. ED 074 902
- Focus on the Future of Georgia 1970-1985. ED 075 482
- Goals for the System of Higher Education; Role and Scope of Constituent Units; Number and Location of Institutional Units. ED 074 915
- Improvement of Opportunity: Alternative Approaches for the Delivery of Higher Education Services. ED 074 940
- Improvement of Opportunity in Higher Education: Alternative Modes for Earning Undergraduate Degrees and College Credit. ED 074 939
- Medical Education for Tennessee. A Report of the Tennessee Higher Education Commission. ED 074 955
- An Occupational Vocational Education Model for the State of Delaware. (October 1, 1971-September 30, 1972). Interim Report. ED 075 686
- Proceedings of National Conference on State and Local Manpower Planning (Salt Lake City, Utah, April 28-30, 1971). ED 075 592//
- Programs Distribution, Revision, and Termination. A Discussion Paper for the Master Plan for Higher Education in Connecticut. ED 074 943
- Responding to Change: Recommended State Policy for Meeting Minnesota's Present and Future Needs for Post-Secondary Education. ED 074 945
- Special Needs of Minorities in Higher Education and Methods of Meeting Needs. A Discussion Paper for the Master Plan for Higher Education in Connecticut. ED 074 903
- Technological Education. ED 074 911
- Transfer of Students Between Institutions and Programs. A Discussion Paper for the Master Plan for Higher Education in Connecticut. ED 074 904
- Utilization of Existing Facilities Needs for New Facilities. A Discussion Paper for the Master Plan for Higher Education in Connecticut. ED 074 942
- Statistical Analysis**
- Conducting Educational Research. ED 074 720//
- Confidence Interval Estimation of KR sub 20--Some Monte Carlo Results. ED 075 513
- An Empirical Investigation of the Permutation T-Test as Compared to Student's T-Test and the Mann-Whitney U-Test. Report from the Quality Verification Program. ED 075 491
- Establishing Criteria in Programmed Learning. ED 074 748//
- Missing at Random: What Does it Mean? Draft. ED 075 486
- Research for the Practitioner in Education. ED 075 342
- Self-Paced Physics, Documentation Report, Final Report 5.0. ED 075 254
- Teacher and Administrator Attitudes Toward Collective Negotiation Issues. ED 074 624
- Statistical Data**
- The Air Force Advanced Education System. ED 074 977//
- Characteristics of Hearing Impaired Students by Hearing Status. United States: 1970-71. ED 074 668
- Distribution of Physical Facilities Among Institutions of Higher Education Grouped By Level, Control, and Enrollment Size Fall 1968. ED 074 990
- Expenditures and Revenues for Public Elementary and Secondary Education, 1970-71. ED 074 614
- Financial Statistics of Institutions of Higher Education. Commentary on Endowment, 1965-66 and 1966-67. ED 074 989
- Higher Education Salaries 1967-68. ED 074 985
- National Inventory of Library Statistics Practices. Volume I, Data Collection on the National, State, and Local Levels. ED 075 032
- Persons of Spanish Origin in the United States: March 1972 and 1971. Population Characteristics. Current Population Reports. ED 075 143
- Preliminary Statistics of State School Systems 1969-70. ED 074 628
- Public Library Abstracts: 1971; Abstracts of Statistics in American Public Library Annual Reports for the Year Ending in 1971. ED 075 037
- Results of Tax, Bond and Loan Elections in California School Districts, 1971-1972. ED 074 589
- Situation Report--Ghana, India, and South Africa. ED 075 228
- A Study of Income and Expenditures in Sixty Colleges -- Year 1953-1954. ED 074 956
- Statistics**
- Public Library Abstracts: 1971; Abstracts of Statistics in American Public Library Annual Reports for the Year Ending in 1971. ED 075 037
- Statistics Concerning Indian Education. Fiscal Year 1972. ED 075 129
- Stereotypes**
- Sexist Attitudes Among Male University Students. ED 074 421
- Stimulus Behavior**
- Conjugate Reinforcement. ED 074 767
- The Effect Of Visual Prompting On Learning. ED 074 736
- Story Telling**
- Storyteller. ED 074 510//
- Student Alienation**
- Project Outreach for Optimum Growth of Alienated Youth Who Reject School. ED 075 522
- Student Application**
- Some Characteristics of High School Seniors who Sent CEEB-Test Scores to Selected Groups of Colleges During 1971-72. ED 074 909
- Student Attitudes**
- An Analysis of the Satisfaction with College Experienced by Special Project Students, Primarily Inner-City and Negro, at a Non-Metropolitan University as Measured by the College Student Questionnaire. ED 075 006//
- Belief System Change in Student Teachers. ED 075 368
- A Better Chance: Evaluation of Student Attitudes and Academic Performance, 1964-1972. ED 075 556
- Career Orientation of University and High School Women. ED 074 950
- A Comparative Study of Illinois State University Elementary Teacher Graduates of the Regular Student Teaching and the Joliet Teacher Education Center Programs 1970-71. ED 075 377
- Effect of Information on Students' Perceptions of Counseling and Their Willingness to Seek Help. ED 074 396
- The Effects of an Open Experimental Program on the Attitudes and Self-Concept of Graduate Students. ED 074 935
- The Effects of Group Bibliocounseling on Selected Fourth-Grade Students Who Are Underachieving in Reading. ED 074 460//
- Hazards in Research Involving Minorities. ED 075 450//
- Humanistic Worldmindedness and Peace Proposal Preferences in Pacifist, ROTC, and Random Student Samples. ED 075 282
- An Input-Output Assessment of Community College Graduates. ED 075 020
- The Interdependence of Creative Attitude and Creative Ability. ED 075 515
- Missouri Youth Speak Out: Results of the 1972 Statewide Essay Contest Sponsored and Conducted by the Foreign Language Association of Missouri. ED 074 854
- Public Schools in Transition. . . One Student Body, Its Needs and Directions. ED 075 446//
- The School and Continuing Education: Four Studies. ED 074 365//
- Senior Survey 71. Part II: Experiences at SUNY/B. ED 074 925
- Student Demonstrations and Riots: Past, Present, and Future. ED 074 387
- A Study of Field Participation and Classroom Experiences and their Effects upon the Perceptions of Prospective Teachers. ED 075 381
- Texas Achievement Appraisal Study, 1971. ED 074 390
- Undergraduates' Expectations and Perceptions of a College Environment. ED 074 937
- Student Behavior**
- Effects of Verbal Evaluations on 4-11 Year Old's Learning and Performance. ED 074 434
- The Interaction of Individuals in the College Setting with Their Environments. ED 074 971//
- An Investigation of the Influence of Student Behavior on Teacher Behavior. ED 075 387
- Student Centered Curriculum**
- Can a Teacher Have Flexible-Modular Scheduling Within a Traditionally Organized School? ED 075 393
- A Handbook for Outdoor Education on the Preserves of the Natural History Section, Nassau County Museum. ED 075 141
- Language Arts: A Curriculum Guide, Levels: Kindergarten through Twelve. ED 074 509
- Open Education A Beginning. ED 074 730//
- Research in Learner-Controlled Computer-Assisted Instruction. Annual Report. (Final) 1 May 70 - 30 April 71. ED 074 706//
- State Department Report: Wilde Lake High School. ED 075 269
- Teacher Educational Experiences Program: An Affective-Based Program of Self-Selection for Undergraduate Teacher Candidates. ED 075 423
- Student Characteristics**
- The Atlanta/Urban Institute School Classification Project. ED 075 545
- Career Orientation of University and High School Women. ED 074 950
- A Comparison of New Cadets at USMA with Entering Freshmen at Other Colleges Class of 1974. ED 074 967//
- A Comparison of Selected Personal and Educational Characteristics of Electronics Technicians and of Students in Electronics Technology Programs in Wisconsin. ED 075 679//
- Factors Influencing Farmers to Stay In or Drop Out of the Young Farmer Program in Wisconsin. ED 075 617
- The Interaction of Individuals in the College Setting with Their Environments. ED 074 971//
- An Open University for the Midlands: Why and For Whom? ED 074 896
- Personality Changes Associated With a College Education. ED 074 987
- Some Characteristics of High School Seniors who Sent CEEB-Test Scores to Selected Groups of Colleges During 1971-72.

- ED 074 909
Student Characteristics Associated with Success in a Mastery Learning Strategy.
- ED 074 388
Student Choice: A Theoretical Analysis of Higher Education With Some Empirical Evidence Considered.
- ED 074 973//
A Study of the Relationship of Teacher Sex to Fifth Grade Boys' Sex Role Preference, General Self Concept, and Scholastic Achievement in Science and Mathematics.
- ED 075 185//
- Student College Relationship**
Higher Education: The Law and Campus Issues.
- ED 074 929
The Interaction of Individuals in the College Setting with Their Environments.
- ED 074 971//
Senior Survey 71. Part II: Experiences at SUNY/B.
- ED 074 925
Student Demonstrations and Riots: Past, Present, and Future.
- ED 074 387
The Student Role in Governance.
- ED 074 946
- Student Costs**
Basic Student Charges 1968-69.
- ED 074 988
Distribution of Enrollment Among Constituent Units. A Discussion Paper for the Master Plan for Higher Education in Connecticut.
- ED 074 941
Student Financing of Higher Education in Washington: An Analysis of the Resources Used by Students in Paying for Their College Educations.
- ED 074 887
- Student Development**
Personality Changes Associated With a College Education.
- ED 074 987
- Student Distribution**
Reception Areas of Non-English Speaking Pupils: An Extension of Cost Analysis Data.
- ED 074 795
- Student Enrollment**
Selected Comparisons of Teacher and Curriculum Characteristics Related to Educational Innovation for the Great Plains.
- ED 074 571//
Size and District Organization.
- ED 074 575//
Statistics Concerning Indian Education. Fiscal Year 1972.
- ED 075 129
Structuring Education for Business Management.
- ED 074 577//
A Study of Administrative Costs in Selected School Districts of Iowa, Missouri, and South Dakota.
- ED 074 576//
- Student Evaluation**
The Influence of Sex of Student and Sex of Teacher on Students' Achievement and Evaluation of the Teacher.
- ED 074 410
The Relationship of Evaluations of Students' Cognitive Performance to their Self Concept Assessments and Mental Health Status.
- ED 074 424
Typical Folly: Evaluating Student Performance in Higher Education.
- ED 074 519
- Student Experience**
A Study of Field Participation and Classroom Experiences and their Effects upon the Perceptions of Prospective Teachers.
- ED 075 381
- Student Interests**
Missouri Youth Speak Out: Results of the 1972 Statewide Essay Contest Sponsored and Conducted by the Foreign Language Association of Missouri.
- ED 074 854
Student Choice: A Theoretical Analysis of Higher Education With Some Empirical Evidence Considered.
- ED 074 973//
- Teacher Educational Experiences Program: An Affective-Based Program of Self-Selection for Undergraduate Teacher Candidates.
- ED 075 423
- Student Leadership**
The Student Role in Governance.
- ED 074 946
- Student Loan Programs**
Financial Statistics of Institutions of Higher Education: Student Financial Aid, 1966-67.
- ED 074 991
Financing Students in Higher Education: Educational, Social and Economic Implications of Alternative Methods of Finance.
- ED 074 884
The Impact of a Short Term Training Program for Financial Aid Administrators and Other Student Assistance Personnel.
- ED 075 370
- Student Motivation**
Development and Pilot Test of a Career-Oriented, Peer-Instructional Model in the Office Cluster of Business Occupations. Final Report.
- ED 075 603
Literature and the English Department.
- ED 074 522
Teaching Educationally Disadvantaged Adults to Read.
- ED 074 453
The Teaching of German Literature in Translation.
- ED 074 821
- Student Needs**
An Assessment of Educational Needs for Learners in Florida, 1970.
- ED 074 631
Career Education: The Student in Focus.
- ED 075 625
Determining Occupational Emphases for High School Program Design. Final Report.
- ED 075 572
Humanizing English: Do Not Fold, Spindle or Multilate. Classroom Practices in Teaching English 1970-1971.
- ED 074 521
An Open University for the Midlands: Why and For Whom?
- ED 074 896
- Student Opinion**
A Comparative Study of Illinois State University Elementary Teacher Graduates of the Regular Student Teaching and the Joliet Teacher Education Center Programs 1970-71.
- ED 075 377
Hazards in Research Involving Minorities.
- ED 075 450//
Senior Survey 71. Part II: Experiences at SUNY/B.
- ED 074 925
Undergraduates' Expectations and Perceptions of a College Environment.
- ED 074 937
- Student Organizations**
Participation in Student Activities as a Variable in the Educational Attainment and Expectation Process.
- ED 074 408
- Student Participation**
Participation in Student Activities as a Variable in the Educational Attainment and Expectation Process.
- ED 074 408
- Student Problems**
Perceived Problems of Leader, Non-Leader and Deviant Adolescents.
- ED 074 395
- Student Projects**
An Evaluation of the Crow 4-H Program. A Summary Introduction.
- ED 075 148
- Student Reaction**
An Analysis of the Satisfactions with College Experienced by Special Project Students, Primarily Inner-City and Negro, at a Non-Metropolitan University as Measured by the College Student Questionnaire.
- ED 075 006//
- Student Rights**
Measurement and Testing Considerations for Native American Education.
- ED 075 457//
The Testing of Native Americans.
- ED 075 458//
- Students**
Student Characteristics Associated with Success in a Mastery Learning Strategy.
- ED 074 388
- Student School Relationship**
The Colleges and the Courts - A Peacetime Perspective.
- ED 074 927
The Interaction of Individuals in the College Setting with Their Environments.
- ED 074 971//
State Department Report: Wilde Lake High School.
- ED 075 269
- Student Science Interests**
The Effects on the Intelligence, Reading, Mathematics, and Interest in Science Levels of Third Grade Students Who Have Participated in Science - A Process Approach Since First Entering School.
- ED 075 174//
- Student Teacher Ratio**
An Equilibrium Flow Model of a University Campus.
- ED 074 969//
- Student Teacher Relationship**
Brotherhood Through Education: A Guide for Teachers of American Indians.
- ED 075 154//
A Comparison of Human Relations Problem Diagnostic Tendencies of Elementary and Secondary Teachers.
- ED 075 439
Differential Faculty Attitudes Towards Blacks, Females and Students in General.
- ED 074 418
Differentiated Staffing and Non-Teamed Organizational Structures as They Affect Elementary School Teacher-Pupil Interaction.
- ED 075 090
"Hey You": A Study of the Social-Psychological Implications of Form of Address.
- ED 074 405
The Influence of Interpersonal Skill Training on the Social Climate of Elementary School Classrooms.
- ED 075 386
Self-Paced Physics, Instructor Manual.
- ED 075 237
Student Instructor Load Model-Phase II (SIL-II). Summary Description.
- ED 074 339//
Undergraduates' Expectations and Perceptions of a College Environment.
- ED 074 937
- Student Teachers**
Belief System Change in Student Teachers.
- ED 075 368
The Bowling Green State University Teacher Learning Center Concept.
- ED 075 413
The Relationship Between Measured Self-Actualization and Student Teacher Effectiveness.
- ED 075 395
Specialists or Generalists as University Supervisors of Student Teachers--An Answer.
- ED 075 346
- Student Teaching**
A Comparative Study of Illinois State University Elementary Teacher Graduates of the Regular Student Teaching and the Joliet Teacher Education Center Programs 1970-71.
- ED 075 377
Experience Oriented Teacher Education Program.
- ED 075 412
An Innovative Program for Preparing Secondary School Teachers in Science and Mathematics Education.
- ED 075 432
Partners in the Education of Teachers: A Cooperative Program Between a College, a Small Rural School, and a Rural Community.
- ED 075 424
Specialists or Generalists as University Supervisors of Student Teachers--An Answer.

- TURN ABOUT: A Competency-Based Teacher Education Program. ED 075 346
ED 075 431
- Student Transportation**
Application of Linear Programming Models To Determine Optimum School Attendance Areas and Busing Schedules, Subject to Varying Racial Composition. Final Report. ED 074 637
Busing: A Review of "the Evidence." ED 075 535
The Double Double Standard: A Reply. ED 075 536
- Study Skills**
A Comparison of Reinforcement Activities for Listening Comprehension Skills. ED 074 470//
The Effect of a Reading Improvement Program Upon Academic Achievement in College. ED 074 471//
- Subculture**
Epideictic Rhetoric in the Context of Ritual Behavior: Rock Concerts. ED 074 562
- Subprofessionals**
Effectiveness of Science Tasks and Plans for Siberian Scholars. ED 075 176//
- Success Factors**
A Comparison of Selected Personal and Educational Characteristics of Electronics Technicians and of Students in Electronics Technology Programs in Wisconsin. ED 075 679//
Forum 23: Three Case Studies of Instructional Change. ED 075 026
Perspectives of School Desegregation in the Southeast. ED 075 461//
The Prediction of AWOL, Military Skills, and Leadership Potential. ED 074 342
- Summative Evaluation**
A Formative-Summative Evaluation Design for a State-Sponsored Program of Educational Experimentation. ED 075 507
A Summative Evaluation of Computer Assisted Instruction in U. S. Army Basic Electronics Training. Technical Report. ED 074 699//
- Summer Institutes**
Iterim Report-Summer Institute. ED 075 279
- Summer Programs**
Agua Arriba-Up the Stream. ED 075 114
Evaluation of the Youth Tutoring Youth Program, Summer 1972. Research and Development Report, Volume 6, Number 10. ED 075 560
Final Report of an Evaluation of the ESEA Title I Programs, Community School District 1, Board of Education of the City of New York. ED 075 550
A Quantitative and Qualitative Analysis. 1972 August Developmental Project. ED 075 024
- Superintendents**
The School Board President. Guidelines for Better Board Meetings. ED 074 616
- Supervisory Training**
CCAF: A Lesson in Space Age Curriculum Development. ED 075 011
A Guide for Training Supervisors of Income Maintenance Staff. ED 074 324
Training Manpower Development Work Supervisors in the Use of Behavior Modification Techniques to Teach Job-Required Skills. Special Report. ED 075 655//
The Training of Adult Middle-Level Personnel. ED 074 382//
- Supplementary Reading Materials**
Reader Development Program: Annotated Bibliography. Supplement Two. ED 074 318
What's Ecology? ED 075 165//
- Supplementary Textbooks**
Illustrated Texts (Master Set). ED 075 251
- Suprasegmentals**
The Effects of Induced "E" [Experimenter] Bias on the Reading of Instructions during a Behavioral Experiment. ED 074 449
- Surveys**
Agricultural Market News Programming of Wisconsin Radio and Television Stations. ED 074 357
College Faculty View Themselves and Their Jobs. ED 074 960
Comparative Survey of Programs for Exceptional Children. Survey Report 1971-72. ED 074 659
An Evaluation of the Crow 4-H Program. A Summary Introduction. ED 075 148
Perceived Training Needs of Urban 4-H Agents Working with Disadvantaged Audiences. ED 074 385
Professional Income of Engineers 1972. ED 075 192//
A Report on State Programs for Young Children in Colorado. ED 075 088
The Research Methods of the Arkansas Language Survey. ED 074 823
Senior Survey 71. Part II: Experiences at SUNY/B. ED 074 925
Student Demonstrations and Riots: Past, Present, and Future. ED 074 387
Study of Telecommunications Programs in Selected Universities in the United States. ED 074 726
A Survey of A.I.D. Educational Cooperation with Developing Countries. ED 074 799
Upper Extension of Two-Year Colleges - The 10 Year Look: 1963-1972. ED 075 019
- Sweden**
The SOS-VUX Project: Study Needs and Study Obstacles in Adult Education. Background and Design. ED 074 347
- Symbolism**
Onomatopoeia, Gesture, and Synaesthesia in the Perception of Poetic Meaning. ED 074 552
- Symposia**
Identification of Gifted and Creative Children and Youth Among Black Disadvantaged Groups. A Symposium/Workshop Presented by Members of the Bi-Racial Identification Committee. ED 075 462//
- Synergism**
The Synergistic Evaluation Model. ED 075 503
- Syntax**
An Evaluative Study of Instructional Strategies and Pupil Cognitive Learning in an English as a Second Language Program of a Spanish-English Bilingual Education Project. ED 075 504
Machine-Aided Indexing. ED 075 038//
Salvage Work in Australian Aboriginal Languages. ED 074 836
- System for Coding and Analysis**
The Development of the New York State Bank of Reading Objectives. ED 075 495
- Systems Analysis**
General Open Systems Theory and the Substrata-Factor Theory of Reading. ED 074 477
Management Systems and Budgeting Methodology: Do They Meet the Needs and Will They Work? Studies in Management. ED 075 378
- Systems Approach**
Administration of Occupational Education: A Suggested Guide. ED 075 614
"Agenda for Action": A Report of the Guidance Advisory Council to the Board of Education of the City of New York. ED 074 415
A Current View of the Future of Theory and Research in Educational Communication. ED 074 754
Educational Technology Program. Quarterly Technical Summary, 1 March - 31 May 1972. ED 074 698//
General Open Systems Theory and the Substrata-Factor Theory of Reading. ED 074 477
General Systems Theory Provides a Conceptual Scheme for the Classification of Variables in Future Research Designs. ED 075 021
Information Feedback Systems (IFS) and Educational Goals. ED 075 463//
Systems and the Changing Architectural Practice. ED 074 599
A Systems Approach to the Development of Pupil Personnel Services. An Operating Manual. Final Report. ED 074 419
- Systems Building**
Systems and the Changing Architectural Practice. ED 074 599
- Systems Concepts**
General Open Systems Theory and the Substrata-Factor Theory of Reading. ED 074 477
- Systems Development**
Natural Organization and Education. ED 075 285
- Table of Contents**
TOC: Table of Contents Practices of Primary Journals-Recommendations for Monolingual, Multilingual and International Journals. ED 075 042//
- Tables (Data)**
An Assessment of Educational Needs for Learners in Florida, 1970. ED 074 631
Florida Educational Opinion Survey, 1970. ED 074 630
- Tactual Perception**
Preschool Learning Activities for the Visually Impaired Child, A Guide for Parents. ED 074 677
- Talented Students**
Notes on a National Survey of College-Bound Seniors in 1972. ED 074 910
- Tales**
[The Minnesota Story, American Indian Legends.] ED 075 307
- Talking Books**
Talking Books (Master Set). ED 075 252
- Tanzania**
Adult Education in Tanzania: Life-Long Process for National Development. ED 074 328
Young Tanzanians and the Cinema: A Study of the Effects of Selected Basic Motion Picture Elements and Population Characteristics on Film Comprehension of Tanzanian Adolescent Primary School Children. ED 074 743
- Tape Recordings**
Audio Visual Tutorial Development at the Milwaukee Area Technical College. ED 074 770
A Basic Audio-Tape Collection: Lecture Programs for the Academic Library.

- ED 075 056
Closed-Circuit Television Single-handed.
ED 074 733//
The Construction and Evaluation of Two
Methods of Listening Skills Instruction and
Their Effect on Listening Comprehension of
Children in Grade 1.
ED 074 486//
- Task Analysis**
Driver Education Task Analysis. Volume I:
Task Descriptions. Final Report (August 1969-
July 1970).
ED 075 571//
Driver Education Task Analysis. Volume IV:
The Development of Instructional Objectives.
Final Report.
ED 075 623
Driver Education Task Analysis. Volume II:
Task Analysis Methods. Final Report.
ED 075 624
The Identification and Comparison of the
Tasks for the Occupational Role of Industrial
Production Technologist.
ED 075 636
What You Always Felt You Should Know
about PERT, but were Afraid to Find Out. Ex-
panding Evaluation Concepts: Applications and
Reflections.
ED 075 514
- Task Performance**
Driver Education Task Analysis. Volume I:
Task Descriptions. Final Report (August 1969-
July 1970).
ED 075 571//
- Taxes**
Taxing Those They Found Here. An Examina-
tion of the Tax Exempt Status of the American
Indian.
ED 075 108//
Theoretical Models of School District Expendi-
ture Determination and the Impact of Grants-
in-Aid.
ED 074 596
- Taxonomy**
A System of Objectives in Reading. A Draft
Manual for the Selection of Reading Objectives
in Project SPPED.
ED 074 440
- Tax Rates**
A Longitudinal Study of Fiscal Equalization in
Illinois.
ED 074 621
- Teacher Attitudes**
Co-lingualism, Anthropological Linguistics and
Compensatory Education.
ED 074 832
A Cooperative Program in Teacher Education.
ED 075 361
Differential Faculty Attitudes Towards Blacks,
Females and Students in General.
ED 074 418
Evaluative Data Pertaining to a Modified
Teacher Education Program at the University
of Hawaii: A Summary Report.
ED 075 353
How Teachers View the Effective Teacher.
ED 075 364
An Investigation of Teacher Expectancies of
Instructional Materials. Research Report #2.
ED 075 345
The Relationship of Secondary School
Teachers' Subject Specialization, Teaching
Level, and Reaction to Selected Teaching
Situations.
ED 075 170//
Ritalin for School Children: The Teachers' Per-
spective.
ED 075 426
Specialists or Generalists as University Super-
visors of Student Teachers--An Answer.
ED 075 346
A Study of Field Participation and Classroom
Experiences and their Effects upon the Percep-
tions of Prospective Teachers.
ED 075 381
A Study of the Effects of the Installation of a
Curriculum Engineering System.
ED 075 499
Teacher and Administrator Attitudes Toward
Collective Negotiation Issues.
ED 074 624
Teacher Sensitivity to Curricular Forces.
ED 075 394
- Teacher Background**
Teacher Characteristics and Collective Bargain-
ing Militancy.
ED 074 604
- Teacher Behavior**
Assessing Teacher Behaviors with Infants in
Day Care.
ED 075 505
Effects of Verbal Evaluations on 4-11 Year
Old's Learning and Performance.
ED 074 434
Insubordination: Do You Know Your Rights?
ED 075 371
An Investigation of the Influence of Student
Behavior on Teacher Behavior.
ED 075 387
Patterns of Teacher Behavior in Preschool Pro-
grams.
ED 075 092
Performance-Based Undergraduate Program for
the Education of Teachers at Brooklyn College.
ED 075 414
Relationships Between Concerns and Verbal
Behavior in Elementary School Teachers.
ED 075 366
A Strategy for Curriculum Development in
Teacher Education.
ED 075 397
Teacher Verbal Behavior and Classroom Social
Structure.
ED 075 389
Techniques to Improve Classroom Control and
Instruction.
ED 075 474//
- Teacher Certification**
Committee on Research and Development in
Modern Languages: First Report.
ED 074 791//
New York State and Certification by Com-
petency.
ED 074 511
Teacher Education Programs and Certification
Policies. 1972 Edition.
ED 075 365
- Teacher Characteristics**
College Faculty View Themselves and Their
Jobs.
ED 074 960
A Comparison of the Verbal Behaviors of
Teachers in Interaction with Migrant and Non-
Migrant Students.
ED 075 160
How Teachers View the Effective Teacher.
ED 075 364
A Practical Guide To The Open Classroom.
ED 074 737//
A Profile of Instructors of Sociology in Junior
Colleges of the South.
ED 075 023
Selected Comparisons of Teacher and Curriculum
Characteristics Related to Educational In-
novation for the Great Plains.
ED 074 571//
A Study of the Relationship of Teacher Sex to
Fifth Grade Boys' Sex Role Preference,
General Self Concept, and Scholastic Achieve-
ment in Science and Mathematics.
ED 075 185//
- Teacher Discipline**
Insubordination: Do You Know Your Rights?
ED 075 371
- Teacher Dismissal**
Insubordination: Do You Know Your Rights?
ED 075 371
The Rights of Teachers. The Basic ACLU
Guide to a Teacher's Constitutional Rights. An
American Civil Liberties Union Handbook.
ED 075 340//
- Teacher Education**
American Teacher Training: A Past and
Present Perspective.
ED 075 352
Behavior Modification for Teachers.
ED 075 373
A Brief Overview of Research on Teacher Ef-
fectiveness and the Relevancy of Educational
Psychology.
ED 075 478//
The Busing Game. Working Paper Series, W2-
30.
ED 075 538
A Catalog of Protocol Materials in Teacher
Education. 1972 Revision.
ED 075 349
- A Child Development, Behavior Modification
Research, and Data-Based Model for Training
Teachers of Young Handicapped Children.
ED 074 690
Community Involvement and Teacher Educa-
tion: One Experimental Program. The Universi-
ty of Connecticut Technical Paper.
ED 075 367
A Comparative Study of Illinois State Universi-
ty Elementary Teacher Graduates of the Regu-
lar Student Teaching and the Joliet Teacher
Education Center Programs 1970-71.
ED 075 377
A Comparison of the Effects of Textual and
Televised Modes of Instruction in Teacher
Education.
ED 074 773
Concepts of Teacher Centers.
ED 075 375
The Development of Protocol Materials.
Acquiring Teacher Competencies: Reports and
Studies.
ED 075 350
An Evaluation of an Interdisciplinary Program
in an Elementary Teacher-Education Curricu-
lum.
ED 075 115
Evaluative Data Pertaining to a Modified
Teacher Education Program at the University
of Hawaii: A Summary Report.
ED 075 353
Experience Oriented Teacher Education Pro-
gram.
ED 075 412
The Group Experience in Schools. (A Prelimi-
nary View for English Teachers).
ED 075 344
Guidelines for the Preparation of Teachers of
Mathematics.
ED 075 226
Hunter College TTT Program: Training the
Teachers of Teachers Elementary Education.
ED 075 433
I: An Introduction to Protocol and Training
Materials. II: The Portrayal of Concepts: An
Issue in the Development of Protocol Materi-
als.
ED 075 351
Innovation and Change: A Study of Strategies
in Selected Projects Supported by the National
Center for the Improvement of Educational
Systems. Final Report. Volume IV: Career Op-
portunities Program Impact Evaluation (COP).
ED 074 594
Innovation and Change: A Study of Strategies
in Selected Projects Supported by the National
Center for the Improvement of Educational
Systems. Final Report. Volume V: Appendix.
Career Opportunities Program Impact Evalua-
tion (COP).
ED 074 595
An Innovative Program for Preparing Seconda-
ry School Teachers in Science and Mathe-
matics Education.
ED 075 432
Introductory Considerations Concerning Tutor
Training. Committee for Out-of-School Educa-
tion and Cultural Development. Outline Pro-
grammes, The Tutor.
ED 074 358
Iterim Report-Summer Institute.
ED 075 279
Man to Mankind: The International Dimension
of Teacher Education.
ED 075 447//
New Dimensions in Teacher Education. The
Role of Differentiated Staffing in Teacher Edu-
cation.
ED 075 385
New York State and Certification by Com-
petency.
ED 074 511
An Optimum Reading Program for Grades K-
12 and School District Organization.
ED 074 572//
Partners in the Education of Teachers: A
Cooperative Program Between a College, a
Small Rural School, and a Rural Community.
ED 075 424
Performance-Based Undergraduate Program for
the Education of Teachers at Brooklyn College.
ED 075 414
The Professional Preparation of Reading
Teachers and Specialists in Canadian Universi-
ties.
ED 074 457
The Professional Training of Community Col-
lege Teachers.

- Programa De Educacion Interamericana. ED 075 347
- Project Media Now--A Bold Look at New Curricula. ED 075 440
- A Quasi-Experimental Study Designed to Evaluate the Effectiveness of a Student-Goal-Determined Course in Mathematics Education. ED 074 500
- Relationships Between Cognitive Style and Instructional Treatment Among Prospective Elementary School Teachers. ED 075 369
- Staff Development Through the Teacher Education Center Concept. ED 075 196
- A Strategy for Curriculum Development in Teacher Education. ED 075 391
- A Study of Clinical Supervision as a Resource for College Teachers of English. ED 075 397
- Teacher Corps, A Model for Training Teachers. Position Paper. ED 074 505//
- Teacher Education Grads Speak Out: Assessment and Implications. ED 075 134
- Teacher Education Programs and Certification Policies. 1972 Edition. ED 075 380
- Teacher Education through Minicourse 18: Teaching Reading as Decoding. ED 075 365
- [Teacher Preparation Programs.] ED 074 719
- Training Teachers for Correctional Institutions. ED 075 430
- Trends in Teacher Education. Number 12, Trends in the Ruralization of Primary School Curriculum in the Seventies and the Role of Teacher Education Institutions in Asian Countries. ED 075 392
- University of South Florida Field Test of the Michigan State University Protocol Materials on Learning. Final Report. ED 075 118
- Western Kentucky University's Teacher Preparation Evaluation Model Phase I, Cycle I. Annual Report. ED 075 379
- Teacher Education Curriculum**
- A Comparative Study of Illinois State University Elementary Teacher Graduates of the Regular Student Teaching and the Joliet Teacher Education Center Programs 1970-71. ED 075 377
- Hunter College TTT Program: Training the Teachers of Teachers Elementary Education. ED 075 433
- Teacher Educational Experiences Program: An Affective-Based Program of Self-Selection for Undergraduate Teacher Candidates. ED 075 423
- Teacher Education Grads Speak Out: Assessment and Implications. ED 075 380
- [Teacher Preparation Programs.] ED 075 430
- TURN ABOUT: A Competency-Based Teacher Education Program. ED 075 431
- Teacher Educator Education**
- A Personal-Professional Development Program for Prospective Classroom Specialists in Teacher Education. ED 075 427
- Teacher Evaluation**
- Identifying Good Teachers of Reading. Successful Teachers of Reading. Who are They? ED 074 454
- Insubordination: Do You Know Your Rights? ED 075 371
- A Master's Degree Program for the Teaching of Culturally and Educationally Deprived Children and Youth. ED 075 438
- New York State and Certification by Competency. ED 074 511
- [Teacher Preparation Programs.] ED 075 430
- Teacher Experience**
- Simultaneous Estimation of Teacher Mobility and Reading Scores. ED 075 358
- Teacher Improvement**
- Development and Experiment in College Teaching. ED 074 922
- On the Improvement of Instruction in Higher Education: A Bibliography. ED 074 898
- New York State and Certification by Competency. ED 074 511
- Reform of Medical Education. The Role of Research in Medical Education. ED 074 974//
- Teacher Influence**
- The Effect of Teaching Styles on Student Behaviors as Related to Social-Emotional Development. ED 075 376
- An Investigation of Teacher Expectancies of Instructional Materials. Research Report #2. ED 075 345
- Teacher Integration**
- Ambiguities in Race Relations: Blacks and Whites in Higher Education. ED 074 924
- Teacher Interns**
- [Values: Freedom to Learn]. ED 075 419
- Teacher Militancy**
- Teacher Characteristics and Collective Bargaining Militancy. ED 074 604
- Teacher Participation**
- Decision Making at the Institutional Level. ED 074 619
- Teacher Programs**
- Concepts of Teacher Centers. ED 075 375
- Evaluative Data Pertaining to a Modified Teacher Education Program at the University of Hawaii: A Summary Report. ED 075 353
- Hunter College TTT Program: Training the Teachers of Teachers Elementary Education. ED 075 433
- Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume IV: Career Opportunities Program Impact Evaluation (COP). ED 074 594
- Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume V: Appendix. Career Opportunities Program Impact Evaluation (COP). ED 074 595
- A Master's Degree Program for the Teaching of Culturally and Educationally Deprived Children and Youth. ED 075 438
- A Quasi-Experimental Study Designed to Evaluate the Effectiveness of a Student-Goal-Determined Course in Mathematics Education. ED 075 369
- Teacher Qualifications**
- A Handbook on the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students: Their Nature, Uses and Limitations. ED 074 855
- How Teachers View the Effective Teacher. ED 075 364
- The Professional Preparation of Reading Teachers and Specialists in Canadian Universities. ED 074 457
- The Professional Training of Community College Teachers. ED 075 347
- A Profile of Instructors of Sociology in Junior Colleges of the South. ED 075 023
- Teacher Education Programs and Certification Policies. 1972 Edition. ED 075 365
- Teacher Response**
- A Comparison of Human Relations Problem Diagnostic Tendencies of Elementary and Secondary Teachers. ED 075 439
- Teacher Responsibility**
- Effectiveness of Existing Eye Safety Legislation in Arizona. ED 075 632//
- The Meaning of Accountability: A Working Paper. ED 075 339
- Teacher Retirement**
- Faculty Retirement Systems. ED 074 908
- Teacher Role**
- A Comparison of Human Relations Problem Diagnostic Tendencies of Elementary and Secondary Teachers. ED 075 439
- Explorations in Children's Writing. ED 074 525
- A Parents Guide to Outdoor Education (A Project Study-School Day Camping Program for Sixth Grade Boys and Girls). ED 075 140
- Public Schools in Transition. . . One Student Body, Its Needs and Directions. ED 075 446//
- Staff Development Through the Teacher Education Center Concept. ED 075 391
- Teachers**
- The Influence of Sex of Student and Sex of Teacher on Students' Achievement and Evaluation of the Teacher. ED 074 410
- An Initial Investigation into the Nature and Use of Support Services and Resources for Instruction in the Public Schools. ED 074 768
- Training State and Local Instructors in the Use of National Highway Traffic Safety Administration Curriculum Package: Driver License Examiner. Final Report. ED 075 588//
- Teacher Salaries**
- Collective Negotiations and Teachers' Salaries: A Survey of the Evidence. ED 075 360
- Higher Education Salaries 1967-68. ED 074 985
- Teacher Supervision**
- An Exploratory Investigation of Micro-Teaching as a Pre-Service Technique and Its Evaluation, Using the Flanders System of Interaction Analysis. ED 075 169//
- A Personal-Professional Development Program for Prospective Classroom Specialists in Teacher Education. ED 075 427
- Specialists or Generalists as University Supervisors of Student Teachers--An Answer. ED 075 346
- A Study of Clinical Supervision as a Resource for College Teachers of English. ED 074 505//
- Teacher Supply and Demand**
- The Education Professions 1971-72. Part I - The Need for Teachers in Our Schools and Colleges. ED 075 388
- Teacher Welfare**
- Collective Bargaining and University Governance. ED 074 928
- Collective Negotiations and Teachers' Salaries: A Survey of the Evidence. ED 075 360
- The Commission on Academic Tenure in Higher Education: A Preview of the Report. ED 074 930
- Higher Education Guidelines for Executive Order 11246. ED 074 893
- The Influence of Appointment, Promotion, and Retirement Policies on Faculty Rank Distributions. ED 074 982
- Insubordination: Do You Know Your Rights? ED 075 371

270 Subject Index

- School Board Policies on Leaves and Absences. Educational Policies Development Kit. ED 074 618
- Teacher Workshops**
Major New Movements in Elementary School Education. Report on a One-Day Statewide Demonstration-Workshop. ED 075 328
- Teaching**
Readings for Teaching English in Secondary Schools. ED 074 494//
- Teaching Assistants**
A Study of Clinical Supervision as a Resource for College Teachers of English. ED 074 505//
- Teaching Experience**
Collaboration Between Educational Researchers and School Personnel: Some Reflections and Proposals for Reducing the Research-to-Practice Gap. ED 075 410
A Study of Field Participation and Classroom Experiences and their Effects upon the Perceptions of Prospective Teachers. ED 075 381
- Teaching Guides**
Activities for Map and Compass Study, Grade Level 4-6. Environmental Education Series, Bulletin No. 247-I. ED 075 224
Activities for Studying Megalopolis, Grade Level 4-8. Environmental Education Series, Bulletin No. 247-H. ED 075 223
Activities for Studying Ponds (Limnology), Grade Level 5-6. Environmental Education Series, Bulletin No. 247-D. ED 075 220
Activities for Studying Rocks and Soil, Grade Level 4-6. Environmental Education Series, Bulletin No. 247-E. ED 075 221
Activities for Studying Seasonal Change, Grade Level K-1. Environmental Education Series, Bulletin No. 247-F. ED 075 222
Activities for Studying Streams, Grade Level 5-6. Environmental Education Series, Bulletin No. 247-A. ED 075 217
Activities for Studying Weather, Grade Level 4-6. Environmental Education Series, Bulletin No. 247-C. ED 075 219
Activities for Studying Wildlife, Grade Level 4-6. Environmental Education Series, Bulletin No. 247-B. ED 075 218
Basic Steps in Planning Outdoor Education Day-Camping Programs. A Definitive Statement to Assist Teachers Involved in Day-Camping Programs. ED 075 139
Brotherhood Through Education: A Guide for Teachers of American Indians. ED 075 154//
Communications and Decision Making. Instructor's Guide for an Adult Course. ED 074 352
Employability Plan Instructor's Guide to be Used with Employability Plan Reference Manual. Older Worker Specialist Training. ED 074 323
Environmental Relationships in Business. Instructor's Guide for an Adult Course. ED 074 351
France in America. ED 074 840
The Guide for In-Service Training for Developing Services for Older Persons. A Report of the APWA - California Project. ED 074 374
A Guide for Training Supervisors of Income Maintenance Staff. ED 074 324
A Handbook for Outdoor Education on the Preserves of the Natural History Section, Nassau County Museum. ED 075 141
Handbook of Visual Perceptual Training. ED 074 448//
- L'Humanite n'en Sortira pas...Vivante (Humanity Will Not Get Out Alive). French Ecology Packet: Resource Materials and Readings for French Classes at Advanced Levels. ED 074 849
Lincoln County Exemplary Program in Vocational Education, Resource Units Developed by Exemplary Teachers for Grades 1-12, Volume IV of Volume I. ED 075 611
Oklahoma Curriculum Guide for Teaching Safety Education. ED 075 664
Outdoor Art Activities, Grade Level K-12. Environmental Education Series, Bulletin No. 247-K. ED 075 225
Research Model for Levels Nine and Ten: Lincoln County School Based Model for Career Education, Volume III of Volume I. ED 075 613
Self-Paced Physics, Instructor Manual. ED 075 237
Sind Sie fit (Are You in Shape)? Calisthenics in German. ED 074 848
A Teachers' Guide for the Outdoor School Program. ED 075 120
Teaching Shakespeare. ED 074 491//
Things to Do....Activities for a Bilingual Classroom. ED 074 828
Traveling in France. ED 074 838
- Teaching Methods**
Aspects of Transfer that Relate to the Development and Design of Instructional Materials. ED 075 045//
Bureau for International Language Coordination (BILC) Bulletin No. 1. ED 074 807
Bureau for International Language Coordination (BILC) Bulletin No. 3. ED 074 808
Bureau for International Language Coordination (BILC) Bulletin No. 4. ED 074 809
Bureau for International Language Coordination (BILC) Bulletin No. 5. ED 074 810
Bureau for International Language Coordination (BILC) Bulletin No. 2. ED 074 811
The Busing Game. Working Paper Series, W2-30. ED 075 538
Changing Patterns in Foreign Language Programs: Report of the Illinois Conference on Foreign Languages in Junior and Community Colleges, 1972. ED 074 813//
A Comparison of the Effects of Textual and Televised Modes of Instruction in Teacher Education. ED 074 773
Conference on Post 'A'-Level German Language Teaching: Report of Proceedings (Hull, England, September 13-15, 1971). ED 074 805
Development and Experiment in College Teaching. ED 074 922
Development of Two Models for Improvement of a Combat Information Center Watch Officer Course: A Proposal for Implementation. Research Memo. (Final). ED 074 700//
Differentiated Staffing and Non-Teamed Organizational Structures as They Affect Elementary School Teacher-Pupil Interaction. ED 075 090
Emphasis: Identification. ED 075 101
Explorations in Children's Writing. ED 074 525
Feedback in Group Instruction. ED 075 044//
The Group Experience in Schools. (A Preliminary View for English Teachers). ED 075 344
Handbook of Visual Perceptual Training. ED 074 448//
- International Congress of Applied Linguistics: Congress Abstracts (3rd, Copenhagen, August 21-26, 1972). ED 074 796
Literature and the English Department. ED 074 522
Meeting Another Culture through Language: French. ED 074 820
Oklahoma in the World: Guide to the Improvement of the Teaching of Modern Foreign Languages. ED 074 843
Outdoor Versus Indoor Learning in Elementary School Science. ED 075 167//
Response Factors and Selective Attention in Learning From Instructional Materials: an Annotated Bibliography. ED 075 043//
Role-Playing Methods in the Classroom. ED 075 276//
Seeking a Pace to Perfection: The Attempt to Individualize Instruction in Elementary German at Lafayette College, Easton, Pa. ED 074 815
Simulation in the Classroom. ED 074 725//
Symposium on the Place of Grammar in Modern Methods of Language Teaching: Report. (Brussels, Belgium, November 16-20, 1970). ED 074 814
The Teaching of German Literature in Translation. ED 074 821
Techniques to Improve Classroom Control and Instruction. ED 075 474//
[Values: Freedom to Learn]. ED 075 419
- Teaching Models**
An Instructional Model for Computer Assisted Instruction. Technical Report. ED 074 695//
Instructional Programming Guide For Computer Assisted Instruction. Technical Report. ED 074 697//
Teacher Corps, A Model for Training Teachers. Position Paper. ED 075 134
- Teaching Procedures**
Which Comes First Training or Research? ED 074 549
- Teaching Programs**
Staff Development Through the Teacher Education Center Concept. ED 075 391
- Teaching Quality**
An Innovative Program for Preparing Secondary School Teachers in Science and Mathematics Education. ED 075 432
- Teaching Skills**
Concepts of Teacher Centers. ED 075 375
The Relationship of Secondary School Teachers' Subject Specialization, Teaching Level, and Reaction to Selected Teaching Situations. ED 075 170//
- Teaching Styles**
A Comparison of Human Relations Problem Diagnostic Tendencies of Elementary and Secondary Teachers. ED 075 439
The Effect of Teaching Styles on Student Behaviors as Related to Social-Emotional Development. ED 075 376
Identifying Good Teachers of Reading. Successful Teachers of Reading. Who are They? ED 074 454
Patterns of Teacher Behavior in Preschool Programs. ED 075 092
- Teaching Techniques**
Bilingual Education and Accountability: A Perceptual View. ED 074 817
Driver Education in the Schools. Automotive Safety Foundation's Monitor.

- Hints for Survival in Open Plan Schools. ED 075 660
Learning Styles and Teaching Strategies. ED 074 611
New Dimensions in Teacher Education. The Role of Differentiated Staffing in Teacher Education. ED 075 275
Teaching Educationally Disadvantaged Adults to Read. ED 075 385
Teaching for Employability. ED 074 453
Tips for Tutors. ED 075 621
ED 075 396
- Team Administration**
Project WE 1972-73: A Social System Approach to Training Leaders for Urban Schools. ED 075 418
- Team Teaching**
The Bowling Green State University Teacher Learning Center Concept. ED 075 413
Differentiated Staffing and Non-Teamed Organizational Structures as They Affect Elementary School Teacher-Pupil Interaction. ED 075 090
Project WE 1972-73: A Social System Approach to Training Leaders for Urban Schools. ED 075 418
- Team Training**
Project WE 1972-73: A Social System Approach to Training Leaders for Urban Schools. ED 075 418
- Technical Education**
Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 6, No. 1. ED 075 568
Abstracts of Research Materials in Vocational and Technical Education (ARM), Volume 6, Number 1. ED 075 569
Asian Institute of Technology. ED 074 965//
Audio Visual Tutorial Development at the Milwaukee Area Technical College. ED 074 770
CCAF: A Lesson in Space Age Curriculum Development. ED 075 011
CCAF: Introspect to Innovation. ED 075 010
Cursos in Educacion Vocacional (Courses in Vocational Education): A Spanish Language Introduction to the Various Areas of Vocational and Technical Education Commonly Available in the Vocational Secondary Schools of Pennsylvania. ED 074 826
Engineering and Technology Graduates 1972. ED 075 191
Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 6, Number 2. ED 075 668
Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 6, Number 3. ED 075 685
Technological Education. ED 074 911
Vocational-Technical Education and School District Organization. ED 074 573//
- Technical Institutes**
Asian Institute of Technology. ED 074 965//
A Summary Report of the Study "Areas of Concern in Technical Institute Accreditation." ED 075 606
- Technical Occupations**
San Francisco Bay Area Environmental Education Needs Study. ED 075 620
- Technical Reports**
Air Pollution Translations: A Bibliography with Abstracts - Volume 2. ED 075 235
- Technical Writing**
Research In Computer-Assisted Explanation Applied To Navy Training Manuals. Final Report 1 March 71 - 29 February 72. ED 074 729//
- Technological Advancement**
The Growth of Television in the United States (1960 to 1980). ED 074 785
The Role of Postsecondary Occupational Education. ED 075 651
- Technology Transfer**
Proceedings of Military Librarians' Workshop (16th, October 2-4, 1972) Technology Transfer. ED 075 035
- Telecommunication**
Standards for Teleprocessing: New Approaches for New Needs. ED 074 721
Study of Telecommunications Programs in Selected Universities in the United States. ED 074 726
- Telelecture**
Teaching Library Science and Telelecture. ED 075 049
- Telephone Instruction**
Teaching Library Science and Telelecture. ED 075 049
- Televised Instruction**
Who Watched "The Electric Company"; "The Electric Company" In-School Utilization Study: The 1971-72 School and Teacher Surveys. ED 074 438//
- Television**
The 1972 Campaign for the United States Senate in North Carolina: Debate or Educational Television. ED 074 548
Agricultural Market News Programming of Wisconsin Radio and Television Stations. ED 074 357
Audiovision for Information and Entertainment. Television, New Broadcasting Techniques and Cultural Development. ED 074 775
The Growth of Television in the United States (1960 to 1980). ED 074 785
[Iowa Studies in Rhetoric.] ED 074 530
Landing Rightside Up In TV and Film. ED 074 731//
Let's Write a Script. ED 074 701//
Reflections on Two Media. ED 074 724
Small-Studio Video Tape Production. ED 074 704//
Suggestions Toward a Small Video Facility. ED 074 723
- Television Surveys**
Survey of Public Television Station Managers 1973. ED 074 762
- Television Viewing**
Developmental Aspects of Understanding and Evaluating Television Content. ED 075 096
- Tenure**
The Commission on Academic Tenure in Higher Education: A Preview of the Report. ED 074 930
The Influence of Appointment, Promotion, and Retirement Policies on Faculty Rank Distributions. ED 074 982
- Test Bias**
The Effects of Induced "E" [Experimenter] Bias on the Reading of Instructions during a Behavioral Experiment. ED 074 449
Segregation--Alias: "Special Education." ED 075 471//
- Test Construction**
Alternates to Psychological Testing or How We've Turned a Silk Purse into a Sow's Ear. ED 075 469//
- The Construction and Evaluation of a Test of Critical Thinking Ability, Grades 7-8. ED 075 181//
The Effect of Selected Poor Item-Writing Practices on Test Difficulty, Reliability and Validity: A Replication. ED 075 498
Ethical Issues and Questions about Testing for Test Publishers. ED 075 465//
Measuring Social Studies Concept Attainment: Boys and Girls. Report from the Project on A Structure of Concept Attainment Abilities. ED 075 273
The Nature of Objectivity with the Rasch Model. ED 075 484
A Note on Allocating Items to Subtests in Multiple Matrix Sampling and Approximating Standard Errors of Estimate with the Jackknife. ED 075 502
A Test of Proficiency in Black Standard and Nonstandard Speech. Research and Development Memorandum #101. ED 075 497
- Testing**
Cooperative Accountability Project. An Overview of the Cooperative Accountability Project. ED 074 625
The Effects of Induced "E" [Experimenter] Bias on the Reading of Instructions during a Behavioral Experiment. ED 074 449
Invitational Conference on Measurement in Education; Proceedings (of the) Eleventh Southeastern Conference (December 8-9, 1972). Session II. ED 075 464
Measurement and Testing Considerations for Native American Education. ED 075 457//
New Techniques for Measuring and Improving Reading Comprehension. Technical Report No. 1. ED 074 472
Some Implications of the National Assessment Model and Data for State and Local Education. ED 074 620
The Testing of Native Americans. ED 075 458//
- Testing Programs**
Massachusetts Application of National Assessment Items in Citizenship and Science. ED 075 490
Massachusetts Fourth Grade Testing Program 1971. ED 075 489
- Test Interpretation**
The Bender Gestalt Test with the Human Figure Drawing Test for Young School Children. A Manual for Use with the Koppitz Scoring System. ED 074 645
A Case for Using Factor Scores Rather than Summative Scores in Educational Research. ED 075 506
- Test Reliability**
English Language Proficiency and Academic Achievement among Students of English as a Second Language at the College Level. ED 074 812
- Test Results**
The Degree and Nature of the Relations Between Traditional Psychometric and Piagetian Developmental Measures of Mental Development. ED 075 485
Information Feedback Systems (IFS) and Educational Goals. ED 075 463//
Massachusetts Fourth Grade Testing Program 1971. ED 075 489
Performance Contracts -- Success or Failure. Contract Learning Projects, Grand Rapids Public Schools, 1970-72. ED 074 617
Profiles of the Tulsa Public Schools. A School-by-School Report of Pupil and Community Factors, Resource Allocations and Achievement Test Results for the 1971-1972 School Year. ED 075 494

- Test Reviews**
Review of Motor Development, Perceptual-Motor and Physical Fitness Testing. ED 075 454//
- Tests**
Children's Physical Developmental Scale. ED 075 455//
An Empirical Investigation of the Permutation T-Test as Compared to Student's T-Test and the Mann-Whitney U-Test. Report from the Quality Verification Program. ED 075 491
Self-Paced Physics, Documentation Report, Test Item Bank 5.3. ED 075 258
Self-Paced Physics, Segment 18. ED 075 242
- Test Validity**
Alternates to Psychological Testing or How We've Turned a Silk Purse into a Sow's Ear. ED 075 469//
The Effect of Selected Poor Item-Writing Practices on Test Difficulty, Reliability and Validity: A Replication. ED 075 498
Viewing Standardized Social Studies Achievement Tests from a Reading Perspective. ED 075 492
- Texas**
An Analysis of Status Mobility Patterns among Middle-Class Mexican Americans in Texas. Anglo Interaction Index. Report Six. ED 075 153
Mental Retardation in Rural Texas; An Examination of Selected Counties. ED 075 157
Mexican American Youth and Vocational Education in Texas: Summary and Recommendations. INSTbb02780 ED 075 117
Two Scales for the Measurement of Mexican-American Identity. ED 075 152
- Texas A and I University**
A Brief History of Texas A & I University at Laredo (First "Upper-Level" College in Texas). ED 074 892
- Textbooks**
Bibliography of Basic Textbooks on Information Science. ED 075 051
Children and Youth: Psychosocial Development. ED 075 095//
Contemporary Cambodian: Introduction. ED 074 819
Discourse: The Primary Language. ED 074 475
Evaluative Criteria for High School Textbooks in Journalism and Mass Media. ED 074 516
Experiment in International Living (EIL) Latin-American Spanish Volume II: An Audio-Lingual Course with Correlated Tapes. ED 074 790
Intermediate Cambodian Reader. ED 074 858//
Intermediate Vietnamese, Volume I. ED 074 867//
Intermediate Vietnamese, Volume II. ED 074 866//
Manual for Reading Japanese. ED 074 842//
- Theater Arts**
Body Buffer Zone and Proxemics in Blocking. ED 074 541
Communication Department Courses of Study: Non-Graded Mini Courses, Grades 10, 11, 12. ED 074 550
Henry James on the Art of Acting. ED 074 534
- Theaters**
Three Hundred Years of American Drama and Theatre; From "Ye Bear and Ye Cubb" to "Hair". ED 074 499//
- Theatrical History (United States)**
Three Hundred Years of American Drama and Theatre; From "Ye Bear and Ye Cubb" to "Hair".
- Thematic Approach**
Introducing Literature of the Minorities. ED 074 501
- Theoretical Criticism**
A Discussion of the Theoretical Contradictions Found in Modeling Research and Social Learning Theory When Interpreted within Phenomenological and Social Comparison Contexts. ED 074 392
- Theories**
Mass Communication and Relative Reality: A Conceptual Paradigm. ED 074 529
- Thermal Environment**
Thermal Environments. Educational Facilities Review Series Number 17. ED 074 587
- Thought Processes**
New Educational Technology. ED 074 740//
- Timed Tests**
A Video Tape Technique for Assessing Behavioral Correlates of Academic Performance. ED 074 747
- Time Perspective**
The Effects of Time Limit on Correctness of Decision and Member Satisfaction in Decision-Making Group Discussions. ED 074 535
- Time Shared Interactive Computer Control**
The Instructional Development Factory. ED 074 749
- Tolerance for Bureaucratic Structure**
Workers' Bureaucratic Predispositions and Job Requirements. ED 075 677
- Topology**
An Investigation of the Development of Selected Topological Properties in the Representational Space of Young Children. ED 075 198
- TORSCA Multidimensional Scaling Technique**
Recall and Recognition of Pictures by Children as a Function of Organization and of Distractor Similarity. ED 075 075
- Traffic Accidents**
An Evaluation of the National Safety Council's Defensive Driving Course in Selected States. Final Report. ED 075 653//
Highway Accident Report: Schoolbus/Automobile Collision and Fire, Near Reston, Virginia, February 29, 1972. ED 074 633
- Traffic Safety**
An Evaluation of the National Safety Council's Defensive Driving Course in Selected States. Final Report. ED 075 653//
Training State and Local Instructors in the Use of National Highway Traffic Safety Administration Curriculum Package: Driver License Examiner. Final Report. ED 075 588//
- Trainable Mentally Handicapped**
A Guide for the Teacher of the Trainable Mentally Handicapped. ED 074 667
- Trainees**
A Comparison of Perceptions Held by Principals, Counselors and Apprentices in Selected Psychological, Educational and Socio-Economic Areas. ED 075 630//
Problems in the Application of Behavior Modification Principles for Teaching Job-Required Behaviors to Disadvantaged Manpower Trainees. Special Report. ED 075 656//
- Training**
Library Technical Assistant -- A Paraprofessional Training Institute, Interim Report. ED 075 033
Vocational and Technical Training--1970-71. ED 075 599
- Training Objectives**
Introductory Considerations Concerning Tutor Training. Committee for Out-of-School Education and Cultural Development. Outline Programmes, The Tutor. ED 074 358
Student Instructor Load Model-Phase II (SIL-II). Summary Description. ED 074 339//
Which Comes First Training or Research? ED 074 549
- Training Techniques**
Introductory Considerations Concerning Tutor Training. Committee for Out-of-School Education and Cultural Development. Outline Programmes, The Tutor. ED 074 358
Project WE 1972-73: A Social System Approach to Training Leaders for Urban Schools. ED 075 418
Toilet Training the Retarded Child. ED 074 660
Training Manpower Development Work Supervisors in the Use of Behavior Modification Techniques to Teach Job-Required Skills. Special Report. ED 075 655//
- Transfer of Training**
Aspects of Transfer that Relate to the Development and Design of Instructional Materials. ED 075 045//
Manpower Implications of New Legislation and New Federal Programs: Utilizing Persons with Engineering Backgrounds in the Health-Related Industries. ED 075 594//
- Transfer Policy**
Transfer of Students Between Institutions and Programs. A Discussion Paper for the Master Plan for Higher Education in Connecticut. ED 074 904
- Transfer Programs**
Achievement by Junior College Transfer, Four-Year College Transfer, and Native Juniors as Measured by the CLEP General Examinations. ED 075 017
CCAF: Introspect to Innovation. ED 075 010
- Transfer Students**
The Academic Achievement and Social Mobility of Community College Transfer and Native Students in a Professional Education Program. ED 075 016
Achievement by Junior College Transfer, Four-Year College Transfer, and Native Juniors as Measured by the CLEP General Examinations. ED 075 017
Reverse Transfers: Students who Transfer from Four-Year Colleges to Two-Year Colleges. ED 075 018
Transfer of Students Between Institutions and Programs. A Discussion Paper for the Master Plan for Higher Education in Connecticut. ED 074 904
- Transformations (Language)**
Towards a Typology of Ludlings, or Play-Languages. ED 074 837
- Translation**
The Teaching of German Literature in Translation. ED 074 821
- Transportation**
Survey of Transportation Libraries in the United States and Canada. ED 075 039//
- Transportation Libraries**
Survey of Transportation Libraries in the United States and Canada. ED 075 039//

Travel

French for Travelers-Spanish for Travelers: Nonsequential Semester Courses in the Foreign Language Area. Guidelines and Handbook.

ED 074 800

An Imaginary Trip to Spain.

ED 074 839

Programa De Educacion Interamericana.

ED 075 440

Traveling in France.

ED 074 838

Treaties

Taxing Those They Found Here. An Examination of the Tax Exempt Status of the American Indian.

ED 075 108//

Trend Analysis

Anticipating Educational Issues Over the Next Two Decades: An Overview Report of Trends Analysis. Research Memorandum No. 18.

ED 074 627

Tribes

American Indians and Their Federal Relationship. Plus a Partial Listing of Other United States Indian Groups.

ED 075 131

Assessing Knowledge of Cultures.

ED 075 125

The Role of Communications in Indian Life. Position Paper.

ED 075 135

Trustees

The Regents of The University of Michigan and the Legislature of the State, 1920-1950.

ED 074 948

Tuition

Basic Student Charges 1968-69.

ED 074 988

Tulsa

Profiles of the Tulsa Public Schools. A School-by-School Report of Pupil and Community Factors, Resource Allocations and Achievement Test Results for the 1971-1972 School Year.

ED 075 494

Tutorial Programs

Characteristics of Illiterate Adults at St. Teresa's Voluntary Improvement Program and Their Implications for Training Volunteer Tutors.

ED 074 363

Evaluation of the Youth Tutoring Youth Program, Summer 1972. Research and Development Report, Volume 6, Number 10.

ED 075 560

Final Report of High School Homework Helper Program. Summer 1972.

ED 075 549

Interim Report on CETA.

ED 075 359

Students Helping Students Program, 1971-72. Final Report.

ED 074 473

Tutors in the Vanguard System.

ED 075 528

Tutoring

A Cooperative Parent-Teacher Model Using the Project LIFE Instructional System.

ED 074 651

Students Helping Students Program, 1971-72. Final Report.

ED 074 473

Tips for Tutors.

ED 075 396

Twins

Attachment Behavior in Thirteen-Month-Old, Opposite Sex Twins.

ED 075 079

Typology

Some Comments on the Verbs of Motion in Russian.

ED 074 861

Undergraduate Study

Computer Managed Instruction: Toward Individualized Learning.

ED 074 537

English: An Outline for the Intending Student.

ED 074 496//

Improvement of Opportunity in Higher Education: Alternative Modes for Earning Undergraduate Degrees and College Credit.

ED 074 939

Undergraduate Social Work Education for Practice: A Report on Curriculum Content and Issues.

ED 074 894

Unemployed

Alternate Jobs for Aerospace Workers. Examples of Civil Service Employment Opportunities.

ED 075 643

Alternate Jobs for Aerospace Workers. Examples of Employment Opportunities in Private Industry.

ED 075 645

Learning Laboratories for Unemployed, Out-of-School Youth. Occupational Orientation.

ED 074 349

Learning Laboratories for Unemployed, Out-of-School Youth. Health Education - Part 1.

ED 074 350

Unemployment

Manpower Planning for Jobs in Rural America. Proceedings of a Conference (Michigan State University, December 14-15, 1972).

ED 075 155

Unemployment in the Urban Core: An Analysis of Thirty Cities with Policy Recommendations. Praeger Special Studies in U.S. Economic, Social, and Political Issues.

ED 075 608//

UNESCO

In Search of Life-Long Education.

ED 074 335

Statement Regarding Life-Long Education.

ED 074 334

Ungraded Primary Programs

Nongraded Schools. Educational Management Review Series Number 16.

ED 074 608

Ungraded Schools

Nongraded Schools. Educational Management Review Series Number 16.

ED 074 608

Union Catalogs

The National Union Catalog, Reference and Related Services.

ED 075 036

United Kingdom

The Education of Adults in the Spectrum of Public Educational Policy: Principles and Practice of the Department of Adult Education in the University of Manchester, United Kingdom.

ED 074 338

United States Air Force

CCAF: A Lesson in Space Age Curriculum Development.

ED 075 011

CCAF: Introspect to Innovation.

ED 075 010

A Determination of the Benefits Derived by the Air Force from Providing Air Force Officers in the Logistics Field with Graduate Degrees in the Business Area from Civilian Graduate Institutions.

ED 074 972//

United States History

The American Italians: Their History and Culture. Minorities in American Life Series.

ED 075 567//

Occupied America. The Chicano's Struggle Toward Liberation.

ED 075 113//

Research and Publications in New York State History 1971-72.

ED 075 329

Selected Readings on Phoenix. Grade Five, Unit: Phoenix.

ED 075 271

Three Hundred Years of American Drama and Theatre; From "Ye Bear and Ye Cubb" to "Hair".

ED 074 499//

United States Military Academy

A Comparison of New Cadets at USMA with Entering Freshmen at Other Colleges Class of 1974.

ED 074 967//

Universal Education

Distribution of Enrollment Among Constituent Units. A Discussion Paper for the Master Plan for Higher Education in Connecticut.

ED 074 941

Some Problems in the Planning of Higher Education in the USSR.

ED 074 885

Universities

Hacia la Nueva Reforma (Toward the New Reform).

ED 074 792

A Study of Language and Area Programs. Final Report.

ED 074 865

University Extension

Proceedings of a National Conference on The Continuing Education Unit: An Examination. (April 27-28, 1972).

ED 074 354

University of California

Report of the Task Force on the Status of Women at the University of California, Davis.

ED 074 979

University of Michigan

The Regents of The University of Michigan and the Legislature of the State, 1920-1950.

ED 074 948

Upper Division Colleges

A Brief History of Texas A & I University at Laredo (First "Upper-Level" College in Texas).

ED 074 892

Urban Education

Executive Abstracts: Summary of the Title I Evaluation, 1971-1972 School Year.

ED 075 533

Final Report of the Evaluation of the 1971-72 Benjamin Franklin Urban League Street Academy.

ED 075 557

Roger Williams College University Without Walls Urban Studies Center.

ED 074 899

Urban Environment

The Communication Environment of the Urban Poor.

ED 075 553

Communications and Energy in Changing Urban Environments. Colston Papers Volume 21.

ED 074 694//

Urban Extension

Perceived Training Needs of Urban 4-H Agents Working with Disadvantaged Audiences.

ED 074 385

Urban Population

The Communication Environment of the Urban Poor.

ED 075 553

Education, Training, and the Urban Ghetto.

ED 075 543//

Public Library Service for the Urban Disadvantaged.

ED 075 058

Urban Schools

The Atlanta/Urban Institute School Classification Project.

ED 075 545

The Black Plateau.

ED 075 525

The Role Expectation of the Black Urban Principal as Perceived by Himself, Administrators, Influentials, and Other Active Community Persons.

ED 075 527

Urban Slums

Unemployment in the Urban Core: An Analysis of Thirty Cities with Policy Recommendations. Praeger Special Studies in U.S. Economic, Social, and Political Issues.

ED 075 608//

Urban Studies

Roger Williams College University Without Walls Urban Studies Center.

ED 074 899

Teaching About North America.

ED 075 309

274 Subject Index

Urban Universities

The General Public Views the University: A Report of Community Interviews. ED 075 003

Summary of Proceedings of the Annual Meeting of the Association of Urban Universities (57th, Chicago, Illinois, November 7-8, 1971). Forty-Eighth Report. ED 074 891

Urban Youth

The Accelerated Learning Experiment: An Approach to the Remedial Education of Out-of-School Youth. Final Report. ED 075 546

Urdu

Some Cultural and Grammatical Aspects of Gender in Hindi and Urdu. ED 074 822

US Army

An Instructional Model for Computer Assisted Instruction. Technical Report. ED 074 695//

Instructional Programming Guide For Computer Assisted Instruction. Technical Report. ED 074 697//

Use Studies

The Future of the NLM (National Library of Medicine) Documents Section. ED 075 041//

An Initial Investigation into the Nature and Use of Support Services and Resources for Instruction in the Public Schools. ED 074 768

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 1. Final Report. ED 075 330

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 7. Research Memoranda. Final Report. ED 075 336

Toward a Reconceptualization of Knowledge Utilization in Education. Volume 8. Research Memoranda. Final Report. ED 075 337

US Navy

Fixed Sequence and Multiple Branching Strategies in Computer Assisted Instruction. Research Report. ED 074 707//

Values

Man in Society. ED 075 312

Verbal Ability

Birth Control, Family Configuration and Verbal Achievement. ED 074 426

Verbal Communication

A Comparison of the Verbal Behaviors of Teachers in Interaction with Migrant and Non-Migrant Students. ED 075 160

Relationships Between Concerns and Verbal Behavior in Elementary School Teachers. ED 075 366

Teacher Verbal Behavior and Classroom Social Structure. ED 075 389

Verbal Learning

Do Preschoolers Learning to Sort Prefer the Help of Vygotsky or Piaget? ED 075 094

Media Presentation and Concept Representation Variables in Independent Learning. Final Report. ED 074 764

Verbal Tests

Tests in Spanish and Other Languages and Nonverbal Tests for Children in Bilingual Programs: An Annotated B.E.A.R.U. Bibliography. ED 074 852

Verbs

Some Comments on the Verbs of Motion in Russian. ED 074 861

A Survey of Verb Forms in the Eastern United States. ED 074 797//

Video Cassette Systems

Audiovision for Information and Entertainment. Television, New Broadcasting Techniques and Cultural Development. ED 074 775

Video Equipment

Suggestions Toward a Small Video Facility. ED 074 723

Video Tape Recordings

Reflections on Two Media. ED 074 724

Small-Studio Video Tape Production. ED 074 704//

A Video Tape Technique for Assessing Behavioral Correlates of Academic Performance. ED 074 747

Vietnamese

Intermediate Vietnamese, Volume I. ED 074 867//

Intermediate Vietnamese, Volume II. ED 074 866//

Violence

Social and Personality Factors Influencing Learning from Film and Television. ED 074 709

Visual Aids

The Library Picture File: A Complete System of How to Process and Organize. ED 075 053

Using Visuals in Agricultural Extension Programs. ED 074 364

Visual Arts

Reflections on Two Media. ED 074 724

Visual Environment

Variables Influencing The Perception of Flicker In Wide Angle CRT Displays. ED 074 755

Visual Learning

Handbook of Visual Perceptual Training. ED 074 448//

Improving Visual Skills; A Guide for Teachers of the Handicapped. ED 074 647

Must Johnny Read? ED 074 435

Preliminary Studies on a Test of Pattern Learning for Aptitude Assessment With Disadvantaged Students. Final Report. ED 075 555

Using Visuals in Agricultural Extension Programs. ED 074 364

Vicarious Influences on Children's Creative Behavior. ED 075 089

Visual Literacy

It's Only a Movie. ED 074 703//

Visual Perception

Handbook of Visual Perceptual Training. ED 074 448//

Labels and Children's Perception of Faces. ED 075 078

Project LIFE, Visual-Perceptual Training. ED 074 652

Screening and Assessment of Young Children. ED 075 066

Strand I: Physical Health. Sensory Perception. Health Curriculum Materials Grades 7, 8, 9. ED 075 437

A Study of Concept Development and Communication Abilities in Children Aged Five Through Eight Using Leaf Morphology as the Vehicle. ED 075 182//

Variables Influencing The Perception of Flicker In Wide Angle CRT Displays. ED 074 755

Visual Stimuli

The Effect Of Visual Prompting On Learning. ED 074 736

Recall and Recognition of Pictures by Children as a Function of Organization and of Distractor Similarity. ED 075 075

Vocabulary

A Comparison of the Project LIFE Vocabulary with a Functional Basic Word List for Special Pupils. ED 074 653

A Recognition Test of Vocabulary Using Signal-Detection Measures and Some Correlates of Word and Nonword Recognition. ED 074 520

Research In Computer-Assisted Explanation Applied To Navy Training Manuals. Final Report 1 March 71 - 29 February 72. ED 074 729//

Vocational Adjustment

Dissonance Reduction Through Shifting Occupational Involvement. ED 074 413

Vocational Agriculture

Training for Agriculture: Annual Review of Selected Developments. ED 075 670

Vocational Counseling

Career Development: A California Model for Career Guidance Curriculum K-Adult. California Personnel and Guidance Association Monograph Number 5. ED 075 672//

The Neighborhood Youth Corps Goes to Fiji: Job Training for Another Society's Disadvantaged Youth. Final Report. ED 075 654//

The Vocational Rehabilitation of Deaf People. ED 075 642

Women: Personal and Environmental Factors in Career Choice. ED 074 400

Vocational Development

Behavioral Outcomes for Career Education. Proceedings (29th Rutgers Guidance Conference, New Brunswick, N. J., October 18, 1972). ED 074 398

Career Development: A California Model for Career Guidance Curriculum K-Adult. California Personnel and Guidance Association Monograph Number 5. ED 075 672//

Careers and College Students. ED 074 393

Correlates of the Perception of Occupational Prestige. ED 074 411

Fulfilling the Potential of NYC-2. The Pre-Program Orientation: Toward Enhancing Success in NYC-2 Job Training. Final Report. ED 075 658//

Innovations in Apprenticeship: The Feasibility of Establishing Demonstration Centers for Apprenticeship and Other Industrial Training. Final Report. ED 075 596//

National Assessment of the New Careers Program, July 1967-October 1969. Final Report. ED 075 585//

"Operation Bridge" - An Innovative Comprehensive Vocational Education Program for Disadvantaged Youth. Second Interim Report. ED 075 578

Product Evaluation at the Career Development Center. 1971-72 Final Report. ED 075 574

Resources for Career Development. ED 075 637

Vocational and Technical Training-1970-71. ED 075 599

Vocational Directors

Opinion Leaders in the Organizational Structure of Two State Divisions of Vocational and Technical Education. Final Report. ED 075 573

A Study of the Utilization and Dissemination of Materials Produced by the Curriculum Coordinating Unit and Research Coordinating Unit as Perceived by the Secondary and Post Secondary Vocational Personnel in the Vocational Complexes of Mississippi. ED 075 619

Vocational Education

Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 6, No. 1. ED 075 568

Abstracts of Research Materials in Vocational and Technical Education (ARM), Volume 6, Number 1.

ED 075 569

Administration of Occupational Education: A Suggested Guide.

ED 075 614

The Aims and Needs of College Vocational Education Dropouts. A Research Report.

ED 075 579

An Analysis of Vocational Program Costs.

ED 075 597

Annual Evaluation of Vocational Education in Kansas, 1971-1972.

ED 075 675

Annual Report of the North Dakota State Advisory Council for Vocational Education (Third), December 1972.

ED 075 669

Annual Report of the Oklahoma State Advisory Council Vocational-Technical Education (Fourth).

ED 075 652

Curso in Educacion Vocacional (Courses in Vocational Education): A Spanish Language Introduction to the Various Areas of Vocational and Technical Education Commonly Available in the Vocational Secondary Schools of Pennsylvania.

ED 074 826

Education for the Rural Disadvantaged: Summary of Findings and Conclusions of an Experimental Study. Research Report.

ED 075 119

Establishment of a Comprehensive Data System for Occupational Training in Kentucky--Phase I, Final Report.

ED 075 647

Evaluation System Model for the Basic Functions of Vocational Education in California: A Computer Based Evaluation System for Vocational Education.

ED 075 667

A Forecast of Changes in Postsecondary Education.

ED 074 919

A Guide to the Coordination of Supportive Services for Vocational Education Students.

ED 075 575

Identification of Common Content in Courses Offered by Various Vocational Services at the Secondary Level. Final Report.

ED 075 622

Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities. Interim Report.

ED 075 610

A Manual for Coordinators of Cooperative Education.

ED 075 684

Mexican American Youth and Vocational Education in Texas: Summary and Recommendations. INSTbb02780

ED 075 117

Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 6, Number 2.

ED 075 668

Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 6, Number 3.

ED 075 685

Occupational Needs Survey for the Okaloosa-Walton Junior College District Conducted During July and August, 1971.

ED 075 500

An Occupational Vocational Education Model for the State of Delaware. (October 1, 1971-September 30, 1972). Interim Report.

ED 075 686

Predictive Models for Success in Occupational Education. Occupational Research Project Final Report.

ED 075 598

A Project to Demonstrate Making Vocational Education More Accessible to Persons in Rural Minnesota Through Cooperative Vocational Centers. Final Report.

ED 075 633

A Project to Develop Pre-Vocational Literacy Materials for Spanish-Speaking Students. Final Report.

ED 074 824

Region II National Dissemination Conference (Knoxville, Tenn., October 10-11, 1972).

ED 075 577

Report on the Vocational Education Effort in Iowa, 1972.

ED 075 671

The Role of Postsecondary Occupational Education.

ED 075 651

A Summary Report of the Study "Areas of Concern in Technical Institute Accreditation."

ED 075 606

Teaching for Employability.

ED 075 621

Technological Education.

ED 074 911

Vocational and Technical Training--1970-71.

ED 075 599

Vocational-Technical Education and School District Organization.

ED 074 573//

Vocational Education Amendments of 1968

Guidelines for Identifying, Classifying, and Serving the Disadvantaged and Handicapped Under the Vocational Education Amendments of 1968.

ED 075 580

Vocational Education Teachers

A Study of the Utilization and Dissemination of Materials Produced by the Curriculum Coordinating Unit and Research Coordinating Unit as Perceived by the Secondary and Post Secondary Vocational Personnel in the Vocational Complexes of Mississippi.

ED 075 619

Vocational Interests

An Examination of the Validity of Holland's Constructs for Adult Women.

ED 074 399

Vocational Rehabilitation

Developing Programs for the Rural Handicapped.

ED 074 362

The Education of the Mentally Retarded Adult: A Selective Review of Recent Literature.

ED 074 345

An Information Service for State Administrators of Vocational Rehabilitation. Final Report.

ED 075 584//

Occupational Rehabilitation and Placement of the Disabled.

ED 075 600

Rehabilitation, Sheltered Workshops, and the Disadvantaged: An Exploration in Manpower Policy.

ED 075 609//

The Vocational Rehabilitation of Deaf People.

ED 075 642

Workshop on Evaluation and Recommendations Relating to the National Conference for Coordinating Vocational Rehabilitation and Educational Services for Deaf People.

ED 074 356

Vocational Schools

Vocational and Technical Training--1970-71.

ED 075 599

Vocational Training Centers

Evaluation Results for the Los Angeles Women's Job Corps Center.

ED 075 524

Occupational Rehabilitation and Placement of the Disabled.

ED 075 600

Performance and Attitude Guidance Selection Model for Vocational Training. Final Report.

ED 075 615

Volunteers

Characteristics of Illiterate Adults at St. Teresa's Voluntary Improvement Program and Their Implications for Training Volunteer Tutors.

ED 074 363

The Effect of Reimbursement of Out-of-Pocket Expenses on Low Income Volunteer Leadership Participation.

ED 074 378

Waco

Mexican-American Self-Concept and Educational Achievement: The Effects of Ethnic Isolation and Socio-Economic Deprivation.

ED 075 126

War

Humanistic Worldmindedness and Peace Proposal Preferences in Pacifist, ROTC, and Random Student Samples.

ED 075 282

Selected War/Peace Curriculum Units Available for High School Level Teaching. Developmental Draft.

ED 075 267

Teaching About Peace Issues. A Peace Education Kit.

ED 075 286//

War. Peace. Film Guide.

ED 075 310

Washington

Student Financing of Higher Education in Washington: An Analysis of the Resources Used by Students in Paying for Their College Educations.

ED 074 887

Washington State

New Indian Tribalism. Working Paper.

ED 075 149

Water Resources

Activities for Studying Ponds (Limnology), Grade Level 5-6. Environmental Education Series, Bulletin No. 247-D.

ED 075 220

Activities for Studying Streams, Grade Level 5-6. Environmental Education Series, Bulletin No. 247-A.

ED 075 217

Hydrologic Services Course.

ED 074 373

Welfare Agencies

A Guide for Training Supervisors of Income Maintenance Staff.

ED 074 324

Service to Children in Their Own Homes: Its Nature and Outcome.

ED 075 070

Welfare Problems

Hearings Before the Select Committee on Nutrition and Human Needs of the United States Senate, Ninety-First Congress, Second Session on Nutrition and Human Needs. Part I--Hunger and the Income Gap. Hearings Held Washington, D.C., March 2, 3, 4, and 6, 1970.

ED 075 518

Welfare Recipients

Job Training: The WIN Program for Welfare Mothers.

ED 074 319

When Humanitarianism Is Not Humane: Helping--the Recipient's View.

ED 074 386

Welfare Services

Studies in Public Welfare. Paper No. 1; Public Income Transfer Programs: The Incidence of Multiple Benefits and the Issues Raised by Their Receipt.

ED 075 562

When Humanitarianism Is Not Humane: Helping--the Recipient's View.

ED 074 386

Western Europe

Audiovision for Information and Entertainment. Television, New Broadcasting Techniques and Cultural Development.

ED 074 775

West Germany

Report of a Three-Week Study Tour of the Federal Republic of Germany and Its Educational System.

ED 074 850

Wilde Lake High School

State Department Report: Wilde Lake High School.

ED 075 269

Wildlife Management

Activities for Studying Wildlife, Grade Level 4-6. Environmental Education Series, Bulletin No. 247-B.

ED 075 218

Wisconsin

A Comparison of Selected Personal and Educational Characteristics of Electronics Technicians and of Students in Electronics Technology Programs in Wisconsin.

- ED 075 679//
Factors Influencing Farmers to Stay In or Drop Out of the Young Farmer Program in Wisconsin.
ED 075 617
- WISE ONE**
User Documentation; WISE-ONE.
ED 074 716
- Women Professors**
Beliefs of Women Faculty About Discrimination.
ED 075 005
Equality of Opportunity in Higher Education - The Impact of Contract Compliance and the Equal Rights Amendment.
ED 074 920
Report on the Status of Women Faculty at Boston State College.
ED 074 995
The Status of Faculty Women: A Method for Documentation and Correction of Salary and Rank Inequities Due to Sex.
ED 074 996
The Status of Faculty Women at Indiana State University, A Survey.
ED 074 994
The Status of Professional Women at the University of Wisconsin: Proposals for Change.
ED 075 004
Women's Caucus of the College Art Association Survey of the Status of Women in 164 Art Departments in Accredited Institutions of Higher Education.
ED 074 901
- Womens Education**
[A Survey of the Current Status and Plans of Colleges Traditionally for Women Only.]
ED 074 912
Career Orientation of University and High School Women.
ED 074 950
Evaluation Results for the Los Angeles Women's Job Corps Center.
ED 075 524
Fifty-One Percent Minority. Connecticut Conference on the Status of Women.
ED 074 958
Prologue to the Women Studies Program, University of Pittsburgh.
ED 074 890
Report of the Task Force on the Status of Women at the University of California, Davis.
ED 074 979
Socialization and Career Orientation Among Black and White College Women.
ED 074 412
Student Careers of Graduate Student Women in Sociology at an Elite Department.
ED 074 900
Women's Studies: Courses and Programs for Higher Education.
ED 074 997
- Womens Liberation Movement**
The Rhetoric of the Women's Liberation Movement: Consciousness-Raising.
ED 074 545
- Womens Studies**
Fifty-One Percent Minority. Connecticut Conference on the Status of Women.
ED 074 958
Prologue to the Women Studies Program, University of Pittsburgh.
ED 074 890
Women's Studies: Courses and Programs for Higher Education.
ED 074 997
- Women Teachers**
Fifty-One Percent Minority. Connecticut Conference on the Status of Women.
ED 074 958
- Word Frequency**
Pronunciation and Apparent Frequency in a Between-Subjects Design. Technical Report.
ED 074 513
- A Recognition Test of Vocabulary Using Signal-Detection Measures and Some Correlates of Word and Nonword Recognition.
ED 074 520
- Word Lists**
Pronunciation and Apparent Frequency in a Between-Subjects Design. Technical Report.
ED 074 513
Research In Computer-Assisted Explanation Applied To Navy Training Manuals. Final Report 1 March 71 - 29 February 72.
ED 074 729//
- Word Recognition**
The Effects of Pictures on the Acquisition of a Sight Vocabulary in Rural EMR Children.
ED 074 752
Pronunciation and Apparent Frequency in a Between-Subjects Design. Technical Report.
ED 074 513
A Recognition Test of Vocabulary Using Signal-Detection Measures and Some Correlates of Word and Nonword Recognition.
ED 074 520
- Work Attitudes**
Dissonance Reduction Through Shifting Occupational Involvement.
ED 074 413
The Effects of a Learning Program on Work Habit Skills and Attitudes Toward Work.
ED 075 682//
An Experiment in Using Lay-Off Time for Improving Workers' Advancement Potential. Report on Two Years of the Job Advancement Training Program.
ED 075 605
Women: Personal and Environmental Factors in Career Choice.
ED 074 400
Work Activities and Attitudes of Scientists and Research Managers: Data from a National Survey. R and D Studies Series.
ED 075 583//
Workers' Bureaucratic Predispositions and Job Requirements.
ED 075 677
- Workbooks**
Mi Libro: Initial Reading in Spanish--Pre-Reading Workbook, Teacher's Edition.
ED 074 830
- Work Experience**
Professional Income of Engineers 1972.
ED 075 192//
- Work Experience Programs**
Evaluative Report on Phase II of the Secondary Schools Project for an Introduction to the Allied Health Professions.
ED 075 665
Strengthening Manpower Programs for Spanish-Speaking Americans. Report of the Department of Labor Study Group on Manpower Needs of Spanish-Speaking Americans.
ED 075 626
Vocational and Technical Training--1970-71.
ED 075 599
- Work Incentive Program**
Job Training: The WIN Program for Welfare Mothers.
ED 074 319
- Working Hours**
The Rearranged Workweek of Four Days, Forty Hours with a Treatment of Military Applications.
ED 074 370//
- Working Women**
Day Care Facts.
ED 075 631
Education Act Extends Sex Discrimination and Minimum Wage Provisions. Legislative Series 2.
ED 075 591//
- An Examination of the Validity of Holland's Constructs for Adult Women.
ED 074 399
Sexist Attitudes Among Male University Students.
ED 074 421
Socialization and Career Orientation Among Black and White College Women.
ED 074 412
- Workshops**
Workshop on Evaluation and Recommendations Relating to the National Conference for Coordinating Vocational Rehabilitation and Educational Services for Deaf People.
ED 074 356
- Work Study Programs**
Management System for EMR Work Study Program.
ED 074 670
- Work Values Inventory**
A Case for Using Factor Scores Rather than Summative Scores in Educational Research.
ED 075 506
- World Affairs**
Educating for International Understanding: A Role for Community Colleges.
ED 075 015
A World Curriculum for United States Schools.
ED 075 284
- Worldmindedness**
Humanistic Worldmindedness and Peace Proposal Preferences in Pacifist, ROTC, and Random Student Samples.
ED 075 282
- Writing Skills**
Communications and Decision Making. Instructor's Guide for an Adult Course.
ED 074 352
- Written Language**
Modes of Transcription in Natural Languages.
ED 074 860
The Te-ni-wo-ha: An Etymological Study.
ED 074 806
- Year Round Schools**
The Gresham Grade School District #4 Year-Round Plan. Community-School Planning and Implementation.
ED 074 582
- Young Farmer Education**
Factors Influencing Farmers to Stay In or Drop Out of the Young Farmer Program in Wisconsin.
ED 075 617
- Youth**
Epidictic Rhetoric in the Context of Ritual Behavior: Rock Concerts.
ED 074 562
Learning Laboratories for Unemployed, Out-of-School Youth. Occupational Orientation.
ED 074 349
Learning Laboratories for Unemployed, Out-of-School Youth. Health Education - Part 1.
ED 074 350
- Youth Leaders**
The Effect of Reimbursement of Out-of-Pocket Expenses on Low Income Volunteer Leadership Participation.
ED 074 378
Four-H Leadership Training Needs of Tennessee Agents, 1970.
ED 074 316
- Youth Problems**
Perceived Problems of Leader, Non-Leader and Deviant Adolescents.
ED 074 395
- Youth Programs**
An Evaluation of the Crow 4-H Program. A Summary Introduction.
ED 075 148
A Survey of Recent Literature Relevant to Optimizing the Benefits of Youth Projects for Rural Youth in the Southeastern States. Final Report.
ED 075 591//

Author Index

277

This index lists documents under the name(s) of their author(s). The index is arranged in alphabetical order by the person's last name.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the résumé section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Norberg, Kenneth D.

Iconic Signs and Symbols in Audiovisual Communication, An Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number  ED 013 371

Acuna, Rodolfo
Occupied America. The Chicano's Struggle
Toward Liberation.
ED 075 113//

Adams, Bert B.
Driver Education Task Analysis. Volume I:
Task Descriptions. Final Report (August 1969-
July 1970).
ED 075 571//
Driver Education Task Analysis. Volume II:
Task Analysis Methods. Final Report.
ED 075 624

Adams, Dale W.
Leadership, Education and Agricultural
Development Programs in Colombia.
ED 074 310

Adams, Milton N., Comp.
Survey of Minority Participation on Michigan
Newspapers and in Michigan Schools of Journal-
alism. Research Report No. 8.
ED 075 107

Adams, Ronald D.
Western Kentucky University's Teacher
Preparation Evaluation Model Phase I, Cycle I.
Annual Report.
ED 075 362

Adams, Scott
The Future of the NLM (National Library of
Medicine) Documents Section.
ED 075 041//

Aist, Eugene H.
The Effect Of Visual Prompting On Learning.
ED 074 736

Alden, John D.
Professional Income of Engineers 1972.
ED 075 192//

Aldrich, Daniel G., III
An Analysis of Vocational Program Costs.
ED 075 597

Aley, Micki
A Report on State Programs for Young Chil-
dren in Colorado.
ED 075 088

Alkin, Marvin C.
A New Eclectic Model for the Redirection of
Evaluation Efforts.
ED 075 086

Allen, R. R.
Speech Communication in the Secondary
School.
ED 074 546//

Allison, Thomas Lee
A Comparison of Reinforcement Activities for
Listening Comprehension Skills.
ED 074 470//

Ambrose, Edna
Children's Social Learning: Implications of
Research and Expert Study.
ED 075 071

Anderson, Kenneth E.
What's Wrong with Humor Research?
ED 074 532

Anderson, Thomas A., Ed.
Practices of Low-Income Families in Feeding
Infants and Small Children, With Particular At-
tention to Cultural Subgroups.
ED 075 564

Andersson, Theodore
Bilingual Education and Early Childhood.
ED 074 868

Andes, John O.
Collective Bargaining in Higher Education:
Contract Content - 1972.
ED 074 923

Andrilla, Joseph John
A Study of the Monetary Value of the Master's
Degree in Management Issued by the Naval
Postgraduate School.
ED 074 976//

Applegate, Ronald
Office of Education Instructional Codes, Titles
and Definitions for Use in Distributive Educa-
tion.
ED 075 629

Armor, David J.
The Double Double Standard: A Reply.
ED 075 536

Arnold, Joseph P.
Determining Occupational Emphases for High
School Program Design. Final Report.
ED 075 572

Artley, A. Sterl
Identifying Good Teachers of Reading. Suc-
cessful Teachers of Reading. Who are They?
ED 074 454

Ash, Michael J.
A Video Tape Technique for Assessing
Behavioral Correlates of Academic Perfor-
mance.
ED 074 747

Aten, Donald G.
Evaluative Data Pertaining to a Modified
Teacher Education Program at the University
of Hawaii: A Summary Report.
ED 075 353

Attwood, D. C., Ed.
Conference on Post 'A'-Level German Lan-
guage Teaching: Report of Proceedings (Hull,
England, September 13-15, 1971).
ED 074 805

Attwood, E. Baghy
A Survey of Verb Forms in the Eastern United
States.
ED 074 797//

Auerswald, Mary C.
Differential Reinforcing Power of Restatement
and Interpretation of Client Production of Af-
fect.
ED 074 425

Baas, Alan M.
Acoustical Environments. Educational Facilities
Review Series Number 16.
ED 074 586
Site Selection. Educational Facilities Review
Series Number 18.
ED 074 609
Thermal Environments. Educational Facilities
Review Series Number 17.
ED 074 587

Babb, Charles W.
Relationships Between Concerns and Verbal
Behavior in Elementary School Teachers.
ED 075 366

Baer, Walter S.
Cable Television: A Handbook for Decision-
making.
ED 074 778//
Cable Television: A Summary Overview for
Local Decisionmaking.
ED 074 779//

Bagwell, William
School Desegregation in the Carolinas: Two
Case Studies.
ED 075 566//

Bahs, Clarence W.
Body Buffer Zone and Proxemics in Blocking.
ED 074 541

Bailey, Jon S.
Social Punishment in the Modification of a Pre-
School Child's "Autistic-Like" Behavior with
Mother as Therapist.
ED 075 068

278 Author Index

- Baird, Leonard L.**
Focusing on Measures of College Environments. ED 075 444
- Baker, Jean M.**
They Help Each Other Learn: A Group Participation and Leadership Training Manual. ED 074 829
Things to Do....Activities for a Bilingual Classroom. ED 074 828
- Bakke, E. Wight**
Manpower Policy for Scientists and Engineers. ED 075 680
- Ball, John**
Using Satellites to Improve Efficiency in Delivery of Educational Services. ED 074 789
- Baptiste, H. Prentice, Jr.**
Integrated Curriculum in Methods Courses. ED 075 363
- Barber, Herman W.**
Large - Small or Mini Group Instruction in English, 8th and 9th Grades. ED 074 518
- Barnard, Douglas P.**
The Effect of Incentives on Reading Readiness Skills. Final Report. ED 075 093
- Barnes, Everett W., Jr.**
Planning for Educational Decision-Making in the 70's. University of New Hampshire Summer Research Training Institute. Final Report and Supplementary Appendix D. ED 075 002
- Barnes, Fred P.**
Research for the Practitioner in Education. ED 075 342
- Barr, Richard H.**
Expenditures and Revenues for Public Elementary and Secondary Education, 1970-71. ED 074 614
- Barraclough, Terry**
Administrator Evaluation. Educational Management Review Series Number 15. ED 074 588
Management Styles. Educational Management Review Series Number 17. ED 074 607
- Barro, S. M.**
Theoretical Models of School District Expenditure Determination and the Impact of Grants-in-Aid. ED 074 596
- Barron, Frank**
An Eye More Fantastical: Frank Barron. Research Monograph No. 3. ED 075 311
- Bartos, Robert Bryan**
A Study of Field Participation and Classroom Experiences and their Effects upon the Perceptions of Prospective Teachers. ED 075 381
- Bashaw, W. L.**
Ethical Issues in the Use of Humans for Research. ED 075 466//
- Bassler, Otto C.**
Comparison of Two Instructional Strategies for Teaching the Solution to Verbal Problems. Final Report. ED 075 260
- Battersby, James L.**
Typical Folly: Evaluating Student Performance in Higher Education. ED 074 519
- Battig, William F.**
Paired-Associate Learning. ED 074 456//
- Battro, Antonio M.**
Piaget: Dictionary of Terms [Original Title: Dictionnaire D'Epistemologie Genetique]. ED 074 468//
- Baumrind, Diana**
Approaches to Use of Observational Methods of a Study of Parent-Child Interaction. ED 075 072
- Bausell, R. Barker**
How Teachers View the Effective Teacher. ED 075 364
- Bean, Shirley**
Mi Libro: Initial Reading in Spanish--Pre-Reading Workbook, Teacher's Edition. ED 074 830
- Beard, Jacob G.**
An Evaluation of School Personnel Utilization Projects. Volume I, An Overview of Objectives and Outcomes of the Evaluation of School Personnel Utilization Projects. ED 075 382
An Evaluation of School Personnel Utilization Projects. Volume II, An Analysis of the School Personnel Utilization Programs Goals and Objectives with Suggested Revisions. ED 075 383
- Beauchamp, George A.**
A Study of the Effects of the Installation of a Curriculum Engineering System. ED 075 499
- Beaven, Mary H.**
Integrated Curriculum in Methods Courses. ED 075 363
- Beazley, Richard M.**
Higher Education Salaries 1967-68. ED 074 985
- Beckmann, Kathleen**
New Indian Tribalism. Working Paper. ED 075 149
- Beeler, Kent D.**
Upper Extension of Two-Year Colleges -- The 10 Year Look: 1963-1972. ED 075 019
- Begin, James P.**
Faculty Bargaining: A Conceptual Discussion. Final Report. ED 074 993
- Beittel, Kenneth R.**
A Case Methodology for the Study of the Drawing Process and the Drawing Series. Final Report. ED 075 274
- Belzer, Jack, Comp.**
Bibliography of Basic Textbooks on Information Science. ED 075 051
- Bender, Robert L.**
Who's Reading What in Higher Education. Research Currents. ED 074 998
- Bennett, Claude F.**
Obtaining Local Resources for County Extension Programs. ED 074 379
- Bennett, J. V.**
Research Report on Some Effects of an Experimental Language Development Program on the Performance of Aboriginal Children in Their First Year at School. ED 074 857
- Benson, Gregory M., Jr.**
Dissemination as a Process Component with Implications for Organizing a State Agency Dissemination Unit. ED 074 584
- Berg, Lyle L.**
Individualization of Instruction: The American Indian Student. Education Monograph No. 7. ED 075 116
- Berger, Allen**
Speed Reading. An Annotated Bibliography. ED 074 481
- Bergsten, Urban**
The SOS-VUX Project: Study Needs and Study Obstacles in Adult Education. Background and Design. ED 074 347
- Berkeley, Edmund C.**
Research In Computer-Assisted Explanation Applied To Navy Training Manuals. Final Report 1 March 71 - 29 February 72. ED 074 729//
- Bersoff, Donald N.**
Alternates to Psychological Testing or How We've Turned a Silk Purse into a Sow's Ear. ED 075 469//
- Beshoar, Barron B.**
Directions to Better Education. ED 075 290
- Bethel, James A.**
Mass Communication and Relative Reality: A Conceptual Paradigm. ED 074 529
- Bettis, Glenn Earl**
A Follow-Up Study of Ph.D. Graduates from The Ohio State University with a Major in Industrial Technology Education. ED 075 646//
- Bigner, Jerry J.**
Children's Discrimination of Sibling Role Concepts. ED 075 077
- Bills, Frank Lynn**
The Development of Divergent Thinking as a Function of Inquiry Training. ED 075 168//
- Bingham, William, Ed.**
Behavioral Outcomes for Career Education. Proceedings (29th Rutgers Guidance Conference, New Brunswick, N. J., October 18, 1972). ED 074 398
- Black, Edwin**
Trends in Political Persuasion in the United States. ED 074 565
- Blake, Barry J.**
Salvage Work in Australian Aboriginal Languages. ED 074 836
- Blanchard, Joseph D.**
Measurement and Testing Considerations for Native American Education. ED 075 457//
The Testing of Native Americans. ED 075 458//
- Bland, Laurel L., Comp.**
The Northern Eskimos of Alaska. A Source Book. ED 075 144
- Blase, Judith C.**
Performance and Attitude Guidance Selection Model for Vocational Training. Final Report. ED 075 615
- Blitz, Allan N.**
Personality Characteristics and Performance on Computer Assisted Instruction and Programmed Text. ED 074 750
- Blommers, Paul J.**
An Empirical Comparison of the Accuracy of Selected Multivariate Classification Rules. ED 075 496
- Bloustein, Edward J.**
Collective Bargaining and University Governance. ED 074 928
- Blumberg, Arthur**
A Comparison of Human Relations Problem Diagnostic Tendencies of Elementary and Secondary Teachers. ED 075 439
- Blumenfeld, Jane**
A Guide for the Teacher of the Trainable Mentally Handicapped. ED 074 667
- Blumrosen, Alfred W.**
Enforcing Equality in Housing and Employment Through State Civil Rights Laws. The Administrative Process Project (1969-1972). ED 075 674//

- Bochner, Arthur P.**
Interpersonal Competence: A Paradigm for Planned Change in Undergraduate Communication Instruction. ED 074 540
- Boeser, Robert**
A Program for Students with Learning Difficulties. Social Studies; Ten, Eleven, and Twelve. ED 075 442
- Bogatz, Boris E.**
An Investigation of Teacher Expectancies of Instructional Materials. Research Report #2. ED 075 345
- Bolino, August C.**
Occupational Education as a Source of Economic Growth. ED 074 369//
- Book, Cassandra L.**
Communication/Speech. ED 074 538//
- Boone, Jerry N.**
Medical Education for Tennessee. A Report of the Tennessee Higher Education Commission. ED 074 955
- Boone, Shelley S.**
Humanism and Accountability: Let No Man Draw Asunder. ED 075 483
- Boone, Sherle**
Language and Aggression: An Exploratory Study Amongst Black and Puerto Rican Youth. ED 074 502
- Bosco, James J.**
Ritalin for School Children: The Teachers' Perspective. ED 075 426
- Bossone, Richard M.**
Three Modes of Teaching Remedial English: A Comparative Analysis; A Pilot Study. ED 074 514
- Botein, Michael**
Cable Television: Citizen Participation After the Franchise. ED 074 784//
Cable Television: The Process of Franchising. ED 074 780//
- Bottomley, Anthony**
Rates of Return on University Education With Economies of Scale. ED 074 895
- Boulding, Kenneth**
Nothing But Praise: Thoughts on the Ties Between Higher Education and the Federal Government. ED 074 963
- Bournazos, Kimon**
Status Report of 1970-71 WMU Graduates Certified for Business Education Teaching. ED 075 354
- Bowen, Brent L.**
Student Instructor Load Model-Phase II (SIL-II). Summary Description. ED 074 339//
- Braham, Mark**
Natural Organization and Education. ED 075 285
- Branch, Robert L.**
Evaluation System Model for the Basic Functions of Vocational Education in California: A Computer Based Evaluation System for Vocational Education. ED 075 667
- Branson, Robert K.**
Self-Paced Physics. Documentation Report, Final Report 5.0. ED 075 254
- Brault, Gerard J.**
Ethnic Values and Language Learning. ED 074 859
- Bravo, Enrique R., Comp.**
Annotated Selected Puerto Rican Bibliography. ED 075 552//
- Breiter, Joan**
The Relationship Between Measured Self-Actualization and Student Teacher Effectiveness. ED 075 395
- Breland, Hunter M.**
Birth Control, Family Configuration and Verbal Achievement. ED 074 426
- Bremer, Anne**
Open Education A Beginning. ED 074 730//
- Bremer, John**
Open Education A Beginning. ED 074 730//
- Bremmer, Barbara L.**
Students Helping Students Program, 1971-72. Final Report. ED 074 473
- Bretz, Rudy**
The MODIA Questionnaire for Curriculum Analysis. ED 074 738
- Briggs, F. Allen**
A Brief History of Texas A & I University at Laredo (First "Upper-Level" College in Texas). ED 074 892
- Brill, Donald M.**
A Comparison of Selected Personal and Educational Characteristics of Electronics Technicians and of Students in Electronics Technology Programs in Wisconsin. ED 075 679//
- Brock, John F.**
Development of Two Models for Improvement of a Combat Information Center Watch Officer Course: A Proposal for Implementation. Research Memo. (Final). ED 074 700//
- Bromley, Ann**
Two Attrition Studies at Santa Fe Community College. ED 075 022
- Brooks, Jeanne**
Attachment Behavior in Thirteen-Month-Old, Opposite Sex Twins. ED 075 079
- Broughton, Frank**
Fulfilling the Potential of NYC-2. The Pre-Program Orientation: Toward Enhancing Success in NYC-2 Job Training. Final Report. ED 075 658//
- Brown, Charles T.**
Monologue to Dialogue: An Exploration of Interpersonal Communication. ED 074 547//
- Brown, Jeanette A.**
The Influence of Interpersonal Skill Training on the Social Climate of Elementary School Classrooms. ED 075 386
- Brown, Leander A.**
Cross-Cultural Counseling: Bridge Between Desegregation and Integration. A Study Relative to Group Counseling and its Impact on Students and Faculty. ED 074 417
- Brown, Michael W.**
The All Volunteer Navy and The Schools: Recommendations for Integration of Navy Careers into Career Education. Final Report. ED 075 602
- Brown, Robert D.**
An Open University for the Midlands: Why and For Whom? ED 074 896
- Brown, Samuel A.**
German Basic Course, Units 13-24. ED 074 818
- Bruni, Jim**
Math Matters. ED 075 233//
- Bryan, Clifford**
The Impact of a Short Term Training Program for Financial Aid Administrators and Other Student Assistance Personnel. ED 075 370
- Buck, Ross**
Is Dissonance Motivating? Relationships Between Cognitive Behaviors and Tension Measures During Aggression. ED 074 427
- Buckanaga, Jerome**
Education and Politics: A Shotgun Wedding. Position Paper. ED 075 161
- Bundschuh, Ernest**
Review of Motor Development, Perceptual-Motor and Physical Fitness Testing. ED 075 454//
- Bundschuh, Ernest L.**
Assessment of Motor Learning Through Mathematical Analysis. ED 075 453//
- Burgener, V. E.**
Training State and Local Instructors in the Use of National Highway Traffic Safety Administration Curriculum Package: Driver License Examiner. Final Report. ED 075 588//
- Burgess, Thomas C.**
English Language Proficiency and Academic Achievement among Students of English as a Second Language at the College Level. ED 074 812
- Burke, Kenneth**
Dramatism and Development. ED 074 497//
- Burke, Richard C., Ed.**
Instructional Television; Bold New Venture. ED 074 705//
- Butz, William P.**
Population Growth and Resource Requirements for U.S. Education. ED 074 583
- Cairns, Robert B.**
Effects of Verbal Evaluations on 4-11 Year Old's Learning and Performance. ED 074 434
- Callahan, W. Thomas**
The All Volunteer Navy and The Schools: Recommendations for Integration of Navy Careers into Career Education. Final Report. ED 075 602
- Campbell, David N.**
A Practical Guide To The Open Classroom. ED 074 737//
- Campbell, Laurence R.**
Evaluative Criteria for High School Textbooks in Journalism and Mass Media. ED 074 516
Newspaper Guidelines for High School Journalists. ED 074 517
- Carpenter, Polly**
An Overview of MODIA: A Method of Designing Instructional Alternatives for Air Force Training. ED 074 739
- Carroll, Stephen J.**
Evaluation Results for the Los Angeles Women's Job Corps Center. ED 075 524
- Carter, Kyle R.**
Techniques to Improve Classroom Control and Instruction. ED 075 474//
- Carter, Ronald D.**
PROJECT SED: Trail-blazing for Severely Disturbed Youngsters in a Public School. ED 074 675
- Carver, Ronald P.**
New Techniques for Measuring and Improving Reading Comprehension. Technical Report No. 1. ED 074 472

- Casey, Genevieve M.**
Public Library Service for the Urban Disadvantaged. ED 075 058
- Cash, William B.**
Which Comes First Training or Research? ED 074 549
- Castellanos, Diego**
The Hispanic Experience in New Jersey Schools: An Issue Paper on a Topical Subject in Education. ED 074 831
- Cataura, Osvaldo**
The Social-Action Role of the University: San Juan, Puerto Rico. A Study of the Torrecilla Baja (Pinones) Community. Final Report. ED 074 992
- Cattell, Ray**
Negative Transportation and Tag-Questions. ED 074 835
- Cawley, John F.**
The Slow Learner and the Reading Problem. ED 074 463//
- Caylor, John S.**
Methodologies for Determining Reading Requirements of Military Occupational Specialties. ED 074 343
- Cespedes de Fantini, Beatriz**
Experiment in International Living (EIL) Latin-American Spanish Volume II: An Audio-Lingual Course with Correlated Tapes. ED 074 790
- Chalip, Alice Grace, Ed.**
Annual Conference in Rhetorical Criticism: Commended Papers (6th, California State Univ., Hayward, May, 1972). ED 074 558
- Chamberlin, Brian**
A Determination of the Benefits Derived by the Air Force from Providing Air Force Officers in the Logistics Field with Graduate Degrees in the Business Area from Civilian Graduate Institutions. ED 074 972//
- Chapman, Judith E.**
A Review of the Present Status and Future Needs in Day Care Research. A Working Paper. ED 075 673//
- Chapman, Robert L.**
The Role Expectation of the Black Urban Principal as Perceived by Himself, Administrators, Influentials, and Other Active Community Persons. ED 075 527
- Chaudhari, Ramesh**
A Longitudinal Study of Fiscal Equalization in Illinois. ED 074 621
- Cheit, Earl F.**
Coming of Middle Age in Higher Education. ED 074 914
- Chernyi, A. I., Ed.**
Problems of Information Science; Collection of Papers. ED 075 030
- Chesler, Mark**
Role-Playing Methods in the Classroom. ED 075 276//
- Chirikos, Thomas N.**
Allied Health Manpower in Ohio: Employment Trends and Prospects. ED 075 644
- Chrispin, Barbara Rosenquist**
Evaluative Report on Phase II of the Secondary Schools Project for an Introduction to the Allied Health Professions. ED 075 665
- Christensen, Kathleen C.**
Differential Faculty Attitudes Towards Blacks, Females and Students in General. ED 074 418
- Ciampa, Bartholomew J.**
The Academic Pecking Order: An Examination of a Myth. ED 075 372
Insubordination: Do You Know Your Rights? ED 075 371
- Ciacciolo, Patricia Jean**
Using Children's Literature in the Reading Program. ED 074 474
- Cillizza, Joseph Edward**
The Construction and Evaluation of a Test of Critical Thinking Ability, Grades 7-8. ED 075 181//
- Clague, Ewan**
The Health-Impaired Miner Under the Black Lung Legislation. Revised. ED 074 380
- Clapper, William O., Ed.**
Missouri Youth Speak Out: Results of the 1972 Statewide Essay Contest Sponsored and Conducted by the Foreign Language Association of Missouri. ED 074 854
- Clark, David G.**
Instructional Program Budgeting in Higher Education. ED 074 981
Introduction to the Resource Requirements Prediction Model I.6. ED 074 999
- Clark, Joseph F.**
National Conference on Career Education. Final Report. ED 075 570
- Clark, Michal C.**
Aspects of Transfer that Relate to the Development and Design of Instructional Materials. ED 075 045//
- Clark, Robert M.**
California Community College Testing Survey. ED 075 027
- Clarke, Kenneth S., Ed.**
Drugs and the Coach. ED 075 400
- Cleminson, Ronald William**
A Comparative Study of Three Fifth Grade Classrooms on Five Selected Piaget Type Tasks Dealing with Science Related Concepts. ED 075 186//
- Clyne, Roger**
Emphasis: Identification. ED 075 101
- Coburn, Morris**
Manpower Implications of New Legislation and New Federal Programs: Utilizing Persons with Engineering Backgrounds in the Health-Related Industries. ED 075 594//
- Coelho, George V., Ed.**
Mental Health and Social Change: An Annotated Bibliography. ED 074 391
- Coffia, William J.**
The Effects of an Inquiry-Oriented Curriculum in Science on a Child's Achievement in Selected Academic Areas. ED 075 171//
- Coles, Robert**
Migrants, Sharecroppers, Mountaineers. Volume II of Children of Crisis. ED 075 110//
The South Goes North. Volume III of Children of Crisis. ED 075 111//
- Collins, Anne M.**
Student Demonstrations and Riots: Past, Present, and Future. ED 074 387
- Collins, K. E., Ed.**
Bureau for International Language Coordination (BILC) Bulletin No. 4. ED 074 809
Bureau for International Language Coordination (BILC) Bulletin No. 5.
- Collins, W. Andrew**
Developmental Aspects of Understanding and Evaluating Television Content. ED 075 096
- Colosimo, Jerry**
Tutors in the Vanguard System. ED 075 528
- Comer, James P.**
Beyond Black and White. ED 075 531//
- Conaway, Larry E.**
Some Implications of the National Assessment Model and Data for State and Local Education. ED 074 620
- Condliffe, Peter G.**
Reform of Medical Education. The Role of Research in Medical Education. ED 074 974//
- Conroy, J. Jeffrey**
A Plan for Action or How To Change Old Schools into Open Space Schools Without Any Money! A Workshop. ED 074 632
- Contrucci, Victor J., Comp.**
Learning to Earn a Living: A Resource Guide for Implementation of the State Curriculum for the Educable Mentally Retarded. ED 074 664
- Conyne, Robert K.**
Effects of Two Experiential Approaches on Attitudes Toward Growth Groups. ED 074 428
- Cook, David R.**
A Systems Approach to the Development of Pupil Personnel Services. An Operating Manual. Final Report. ED 074 419
- Cooke, Gary, Comp.**
Films in Early Childhood Education. ED 075 069
- Coombs, Philip H.**
Managing Educational Costs. ED 074 585//
- Copa, George H.**
Occupational Demand in Minnesota for 1973. ED 075 663
- Coppola, Carlo**
Some Cultural and Grammatical Aspects of Gender in Hindi and Urdu. ED 074 822
- Costa, Crist H.**
Cost Utility: An Aid to Decision Making. ED 074 623
- Couger, J. Daniel, Ed.**
Computing Newsletter for Schools of Business. ED 074 702//
- Coughlan, Robert J.**
An Assessment of a Survey Feedback-Problem Solving-Collective Decision Intervention in Schools. Final Report. ED 074 602
- Cowart, Billy F.**
A Brief History of Texas A & I University at Laredo (First "Upper-Level" College in Texas). ED 074 892
- Cox, Charlotte P., Ed.**
New Organizational Patterns and Delivery Systems. ED 074 600
- Craig, Bruce M.**
Implications of National Institute of Education Policies and Programs for Educational Technology. ED 074 761
- Cream, Bertram W.**
Variables Influencing The Perception of Flicker In Wide Angle CRT Displays. ED 074 755
- Crowley, Dale P.**
Manual for Reading Japanese. ED 074 842//

- Cudecki, Edwin**
Report of a Three-Week Study Tour of the Federal Republic of Germany and Its Educational System.
ED 074 850
- Cunha, Joseph E., Ed.**
Career Development: A California Model for Career Guidance Curriculum K-Adult. California Personnel and Guidance Association Monograph Number 5.
ED 075 672//
- Cunningham, Clarence J.**
Perceived Training Needs of Urban 4-H Agents Working with Disadvantaged Audiences.
ED 074 385
- Cunningham, Susanne A.**
Handbook of Visual Perceptual Training.
ED 074 448//
- Curtis, Gary A., Ed.**
Workshop on Evaluation and Recommendations Relating to the National Conference for Coordinating Vocational Rehabilitation and Educational Services for Deaf People.
ED 074 356
- Curtis, Ron**
Project Media Now--A Bold Look at New Curricula.
ED 074 500
- Dahnke, Harold L.**
Distribution of Physical Facilities Among Institutions of Higher Education Grouped By Level, Control, and Enrollment Size Fall 1968.
ED 074 990
- Dailey, Rebecca F., Ed.**
Not All Little Wagons Are Red; the Exceptional Child's Early Years.
ED 074 676
- Daily, Frances M.**
Teacher Verbal Behavior and Classroom Social Structure.
ED 075 389
- Dale, John Richmond**
The Effects on Achievement of Using the Forced Inferential Response Mode in an Intermediate Grade Population-Geography Unit.
ED 075 317
- Dallas, Gladys E.**
Attrition Prevention Through Counseling Among Community College Students; NORCAL Phase III.
ED 075 012
- Dalrymple, George F.**
Development and Demonstration of Communication Systems for the Blind and Deaf/Blind. Braille Communication Terminals and Tactile Paging Systems. Final Report.
ED 074 663
Transcription of "In Darkness" via DQTSYS III and the BRAILLEBOSS.
ED 074 661
- Dalton, J. Leon**
Accountability in Education! Why?
ED 075 481//
- Darby, Charles A., Jr.**
The Program Data Analysis Plan for Colorado Special Education.
ED 074 649
Program Description and Process Guide for the Program Data Analysis Plan for Colorado Special Education.
ED 074 648
- Davenport, Ann Adele Mayfield**
A Profile of Instructors of Sociology in Junior Colleges of the South.
ED 075 023
- Davey, William G.**
The Effects of Time Limit on Correctness of Decision and Member Satisfaction in Decision-Making Group Discussions.
ED 074 535
- Davies, Derwyn**
Educational Media and Copyright; A Position Paper for Educational Media Association of Canada.
ED 074 756
- Davis, Junius A.**
Hazards in Research Involving Minorities.
ED 075 450//
What Is, Or Should Be, The AGB? A Report from the Membership.
ED 074 964
- Dawis, Rene V.**
The Nature of Objectivity with the Rasch Model.
ED 075 484
- Dean, Marina L.**
Individualized Education: Reading Courses at New College - 1971-72.
ED 074 926
- Dechant, Emerald**
Reading Improvement in the Secondary School.
ED 074 467//
- Deno, Evelyn N., Ed.**
Instructional Alternatives for Exceptional Children.
ED 074 678
- Dent, Richard A.**
Student Financing of Higher Education in Washington: An Analysis of the Resources Used by Students in Paying for Their College Educations.
ED 074 887
- Denton, William T.**
Product Evaluation at the Career Development Center. 1971-72 Final Report.
ED 075 574
- DeNunzio, Vincent**
A Course in Spoken English for Navajos: Second Year Program. Language Laboratory No. II.
ED 074 802
A Course in Spoken English for Navajos: First Year Program. Language Laboratory No. I.
ED 074 803
- DeProspero, Ernest R.**
Measurement of Effectiveness of Public Library Service Study. A Report on Phases I and II.
ED 075 052
- Dervin, Brenda**
The Communication Environment of the Urban Poor.
ED 075 553
- Desberg, Peter**
Current Basic Research in Beginning Reading.
ED 074 444
- DeShields, Shirley M.**
Staff Development Through the Teacher Education Center Concept.
ED 075 391
- DeVries, Rheta**
Evaluation of Cognitive Development with Piaget-Type Tests: Study of Young Bright, Average, and Retarded Children. Final Report.
ED 075 065
- Dickerson, Jack**
Analysis of Skills Needed by Graduates of Associate Degree Insurance Major. Final Report.
ED 075 616
- Dickman, Irving R., Ed.**
How to Plan an Inservice Education for (Your) Nursing Home.
ED 074 361//
- Dochterman, Clifford L.**
Directions to Better Education.
ED 075 290
- Doeringer, Peter B.**
Low-Income Labor Markets and Urban Manpower Programs: A Critical Assessment.
ED 075 676
- Dolly, John P.**
A Discussion of the Theoretical Contradictions Found in Modeling Research and Social Learning Theory When Interpreted within Phenomenological and Social Comparison Contexts.
ED 074 392
- Donlin, R. David**
An Input-Output Assessment of Community College Graduates.
- Dougall, Lucy**
War. Peace. Film Guide.
ED 075 310
- Downs, Cal W.**
A Study of the Impact of Laboratory Training upon Concepts of Leadership and Communication.
ED 074 559
- D'Oyley, Vince**
A Few Issues and Ideas in Replanning Education.
ED 074 598
- Draper, A. M. Leslie**
Alternate Jobs for Aerospace Workers. Examples of Civil Service Employment Opportunities.
ED 075 643
Alternate Jobs for Aerospace Workers. Examples of Employment Opportunities in Private Industry.
ED 075 645
Suggestions for Developing an Occupational Library.
ED 075 618
- Dreger, Ralph Mason, Ed.**
Comparative Studies of Blacks and Whites in the United States. Quantitative Studies in Social Relations Series.
ED 075 532//
- Drowatzky, John N., Ed.**
Abstracts of Research Papers 1970.
ED 075 405
- Drucker, Eugene H.**
The Prediction of AWOL, Military Skills, and Leadership Potential.
ED 074 342
- Du Bois, Dan**
Library Labor Cost Accounting System.
ED 075 063
- Duchastel, Phillippe C.**
Incidental and Relevant Learning with Instructional Objectives.
ED 074 732
- Dunne, Hope W.**
The Art of Teaching Reading: A Language and Self-Concept Approach.
ED 074 450//
- Dunworth, John**
Rates of Return on University Education With Economies of Scale.
ED 074 895
- Durall, Edwin P.**
A Feasibility Study: Remediation By Computer Within A Computer-Managed Instruction Course In Junior High School Mathematics.
ED 074 734
- Durham, James A.**
Occupational Needs Survey for the Okaloosa-Walton Junior College District Conducted During July and August, 1971.
ED 075 500
- Durr, William K., Ed.**
Reading Difficulties: Diagnosis, Correction, and Remediation.
ED 074 445
- Durzo, Joseph J.**
An Initial Investigation into the Nature and Use of Support Services and Resources for Instruction in the Public Schools.
ED 074 768
- DuShane, Judith Cook, Comp.**
A Collection of Resources for the Environmentally Concerned Educator.
ED 075 190
- Easton, Stanley Evan**
The Relation Between Certain High School Course Patterns and Achievement in First Freshman Courses in English, Social Science, Mathematics, and Natural Science at Louisiana State University.
ED 075 183//
- Eaton, John Lawrence**
Environmental Attitude and Health Knowledge of Tenth Grade High School Students.

- Eckert, Ruth E.**
College Faculty View Themselves and Their Jobs. ED 075 173//
- Eden, Kathleen**
Improving Visual Skills; A Guide for Teachers of the Handicapped. ED 074 960
- Edgar, Donald E.**
Adolescent Competence and Educational Ambition (plus Supplement). ED 074 647
- Edgar, Patricia**
Social and Personality Factors Influencing Learning from Film and Television. ED 074 709
- Ehrlich, Alan**
Content Analysis Schedule for Bilingual Education Programs: Ukiah Indian, Mexican-American Bilingual-Bicultural Program. ED 074 856
- Ehrlich, Alan, Comp.**
Tests in Spanish and Other Languages and Nonverbal Tests for Children in Bilingual Programs: An Annotated B.E.A.R.U. Bibliography. ED 074 852
- Ehrlich, Alan G.**
Content Analysis Schedule for Bilingual Education Programs: Building Bilingual Bridges. ED 074 864
- Ehrlich, Roselin**
Content Analysis Schedule for Bilingual Education Programs: Del Valle Bilingual Education Program. ED 074 880
- Eko, Ewa U.**
The Life Sciences and Society: An Approach to the Study of the Black Experience. ED 074 959
- Eko, Ewa U., Ed.**
Black Arts in Today's Curriculum. ED 074 951
Curricular Approaches to African and Afro-American Studies. ED 074 952
Pan-Africanist Approach to Modern Language Study. ED 074 957
Towards An Interdisciplinary Core Curriculum in Afro-American Studies. ED 074 953
- Elbert, Samuel H., Comp.**
Hawaiian Dictionary: Hawaiian-English, English-Hawaiian. ED 074 841//
- Elefant, William L., Ed.**
Israel Education Abstracts. A Selected Bibliography of Current and Past Literature on Materials on the Philosophy, Policy, and Practice of Education in Israel. Volume 7, 1972 (Special Enlarged Edition) on Advantaging the Disadvantaged in Israeli Education. ED 075 521
- Ellett, Chad D.**
A Brief Overview of Research on Teacher Effectiveness and the Relevancy of Educational Psychology. ED 075 478//
A Discussion of the Theoretical Contradictions Found in Modeling Research and Social Learning Theory When Interpreted within Phenomenological and Social Comparison Contexts. ED 074 392
- Elley, Warwick B.**
Children's Reading Interests: A Wellington Survey. ED 074 452//
- Elliot, Richard J.**
Measuring Social Studies Achievement: A Matter of Values. ED 075 493
- El-Shibiny, M.**
Trends in Teacher Education. Number 12, Trends in the Ruralization of Primary School Curriculum in the Seventies and the Role of Teacher Education Institutions in Asian Countries. ED 075 118
- Ely, Donald D.**
Prediction of Procrastination in a Self-Pacing Instructional System. ED 075 501
- Embry, Jonathan D.**
GANDALF: A General Alpha-Numeric Direct Access Library Facility. ED 074 759
- Emery, Raymond C.**
High Interest-Easy Reading for Junior and Senior High School Reluctant Readers. ED 074 524
- Engel, Robert E.**
The Professional Training of Community College Teachers. ED 075 347
- English, Joseph L.**
An Occupational Vocational Education Model for the State of Delaware. (October 1, 1971-September 30, 1972). Interim Report. ED 075 686
- Eriksen, Stanford C., Ed.**
Development and Experiment in College Teaching. ED 074 922
- Erickson, Edsel**
Final Report of the Evaluation of the 1971-72 Benjamin Franklin Urban League Street Academy. ED 075 557
- Estelita, Thomas A.**
Educational Projects for a Digital Logic Laboratory. ED 074 696//
- Etzioni, Amitai**
Workers' Bureaucratic Predispositions and Job Requirements. ED 075 677
- Evans, Allyn A.**
An Instructional Model for Computer Assisted Instruction. Technical Report. ED 074 695//
- Evans, Ellis D.**
Children and Youth: Psychosocial Development. ED 075 095//
- Evans, Robert G.**
What's Ecology? ED 075 165//
- Evans, Selby H.**
Preliminary Studies on a Test of Pattern Learning for Aptitude Assessment With Disadvantaged Students. Final Report. ED 075 555
- Evertts, Eldonna L., Ed.**
Aspects of Reading. ED 074 478
Explorations in Children's Writing. ED 074 525
- Fadale, LaVerna M.**
Careers and College Students. ED 074 393
- Fadale, Vincent E.**
Careers and College Students. ED 074 393
- Fagan, Edward R., Ed.**
Humanizing English: Do Not Fold, Spindle or Multilate. Classroom Practices in Teaching English 1970-1971. ED 074 521
- Farine, Avigdor**
Demographic and Social Accounting: A Follow-Up on the Withdrawals from Quebec Colleges. ED 074 889
- Faulman, Jane**
Senior Survey 71. Part II: Experiences at SUNY/B. ED 074 925
- Feely, Ted, Jr.**
Conceptual Analysis in Social Studies Research. ED 075 297
- Feely, Ted M., Jr.**
An Analysis of Inquiry in the Social Studies. ED 075 292
- Feifer, Irwin**
Fulfilling the Potential of NYC-2. Linking the Neighborhood Youth Corps and MA-JOBS Program into a Sequential Training-Employment Model. ED 075 659//
Problems in the Application of Behavior Modification Principles for Teaching Job-Required Behaviors to Disadvantaged Manpower Trainees. Special Report. ED 075 656//
- Felice, Lawrence G.**
Mexican-American Self-Concept and Educational Achievement: The Effects of Ethnic Isolation and Socio-Economic Deprivation. ED 075 126
- Ferguson, Edward T., Jr.**
Determining Occupational Emphases for High School Program Design. Final Report. ED 075 572
- Ferguson, John L.**
Basic Requirements for an Adequate Pupil Personnel Program. ED 074 574//
- Ferlanti, Erna**
Paying for Our Schools: Is There a Better Way? Group II. ED 074 641
Paying for Our Schools: Is There a Better Way? Group III. ED 074 642
- Festinger, Leon**
Eye Movement Disorders in Dyslexia. Final Report. ED 074 691
- Fielstra, Clarence**
Evaluative Report on Phase II of the Secondary Schools Project for an Introduction to the Allied Health Professions. ED 075 665
- Figural, J. Allen, Ed.**
Reading Goals for the Disadvantaged. ED 074 483
- Fineman, Carol**
Prescriptive Profile Procedure for Children With Learning Disabilities. ED 074 673
- Fish, Duane**
San Francisco Bay Area Environmental Education Needs Study. ED 075 620
- Fisher, Kathleen M.**
Report of the Task Force on the Status of Women at the University of California, Davis. ED 074 979
- Fishman, Jacob R.**
New Careers Positions Descriptions: Sourcebook for Trainers, Entry Level. ED 075 595//
- Fitch, Thomas**
A Comparative Study of Illinois State University Elementary Teacher Graduates of the Regular Student Teaching and the Joliet Teacher Education Center Programs 1970-71. ED 075 377
- Fitzgibbon, Thomas J.**
Ethical Issues and Questions about Testing for Test Publishers. ED 075 465//
- Flaherty, Jane Frances**
Characteristics of Illiterate Adults at St. Teresa's Voluntary Improvement Program and Their Implications for Training Volunteer Tutors. ED 074 363
- Fleming, James T., Ed.**
Psycholinguistics and the Teaching of Reading. ED 074 446

- Fleming, Lily**
High School Health Fairs. Manual for Conducting Medical Examinations for Students in a Large Urban High School.
ED 075 544
- Fletcher, James E.**
Attention as a Variable in Communication Research--The Status Quo.
ED 074 531
- Fo, Walter S. O.**
Behavior Modification in Group Therapy.
ED 074 429
The Buddy System Model: Community-Based Delinquency Prevention Utilizing Indigenous Nonprofessionals as Behavior Change Agents.
ED 074 394
- Fomon, Samuel J., Ed.**
Practices of Low-Income Families in Feeding Infants and Small Children, With Particular Attention to Cultural Subgroups.
ED 075 564
- Forbes, Jack D.**
The Education of the Culturally Different: A Multi-Cultural Approach. A Handbook for Educators.
ED 075 142
- Forinash, Melissa R., Ed.**
Reader Development Program: Annotated Bibliography. Supplement Two.
ED 074 318
- Foster, William J.**
The Rearranged Workweek of Four Days, Forty Hours with a Treatment of Military Applications.
ED 074 370//
- Fowler, J. M.**
Energy and the Environment.
ED 075 230
- Fox, Greer Litton**
Student Careers of Graduate Student Women in Sociology at an Elite Department.
ED 074 900
- Fox, Katharine, Ed.**
Abstracts of Research Papers 1971.
ED 075 404
- Fox, Robert**
Role-Playing Methods in the Classroom.
ED 075 276//
- Frase, Lawrence T.**
Learning, Organization, and the Integration of Written Prose.
ED 074 498
- Fredericks, H. D. Bud**
Impact 6 of the Title VI Programs in the State of Oregon September, 1971-August, 1972.
ED 074 681
- Frederiksen, Carl H.**
Cognitive Aspects of Learning in Arbitrary and Non-Arbitrary Contexts: Acquisition of Knowledge from Natural-Language Discourse. Final Report.
ED 074 527
- Freitag, Ruth S.**
The National Union Catalog, Reference and Related Services.
ED 075 036
- Frick, Frederick C.**
Educational Technology Program. Quarterly Technical Summary, 1 March - 31 May 1972.
ED 074 698//
- Friedlander, Bernard Z.**
Screening and Assessment of Young Children.
ED 075 066
- Friedlander, Madeline S.**
Leading Film Discussions: A Guide to Using Films for Discussion, Training Leaders, Planning Effective Programs.
ED 074 771//
- Friedlander, Stanley L.**
Unemployment in the Urban Core: An Analysis of Thirty Cities with Policy Recommendations. Praeger Special Studies in U.S. Economic, Social, and Political Issues.
ED 075 608//
- Friedrich, Gustav W.**
Methods and Problems of Pre- and Post-Communication Competency Assessment.
ED 074 551
- Friend, Ronald M.**
Perceptions of Success and Failure by Disadvantaged Elementary School Children. Final Report.
ED 075 554
- Friesen, John D.**
Perceived Problems of Leader, Non-Leader and Deviant Adolescents.
ED 074 395
- Furbee, Jack W.**
Interim Report on CETA.
ED 075 359
- Furnia, Arthur H.**
Reform of Medical Education. The Role of Research in Medical Education.
ED 074 974//
- Gable, Robert K.**
Affective and Cognitive Correlates of Classroom Achievement: Research for the Counselor.
ED 074 430
- Gaines, Richard N.**
An Evaluation of a Race Relations Seminar.
ED 074 366
- Gall, Peter**
Desegregation: How Schools are Meeting Historic Challenge. Current Trends in School Policies and Programs Series, Number 3.
ED 075 537
- Galvin, Kathleen M.**
Communication/Speech.
ED 074 538//
- Gardner, John C., Ed.**
Programmed Cleaning and Environmental Sanitation.
ED 074 613//
- Garfinkel, Alan, Ed.**
Recipes for Teaching Foreign Languages in Oklahoma.
ED 074 844
- Garland, LaRetta M.**
Behavior Modification: An Issue for the Teacher?
ED 075 475//
- Garman, Noreen Bonk**
A Study of Clinical Supervision as a Resource for College Teachers of English.
ED 074 505//
- Garrett, Candace S.**
Anticipation of Cognitive Behavior of Mentally Retarded and Normal Children.
ED 074 689
- Gaskell, William G.**
The Development of a Leadership Training Process for Principals. Final Report.
ED 074 615
- Gaynor, Jeanne**
Emphasis: Prescription.
ED 075 102
- Gazzetta, Vincent C.**
New York State and Certification by Competency.
ED 074 511
- Gelles, Richard J.**
"Hey You": A Study of the Social-Psychological Implications of Form of Address.
ED 074 405
- Gelso, Charles J.**
Effect of Information on Students' Perceptions of Counseling and Their Willingness to Seek Help.
ED 074 396
- George, H. V.**
Common Errors in Language Learning: Insights from English.
ED 074 801//
- Gerlach, Vernon S.**
A Comparison of the Effects of Textual and Televised Modes of Instruction in Teacher Education.
ED 075 122//
- The Effect Of Visual Prompting On Learning.**
ED 074 773
ED 074 736
- Gertenbach, Donald**
Bilingual Education and Accountability: A Perceptual View.
ED 074 817
- Giblin, Edward J.**
Employer Services Activities and Manpower Policy. Interim Report.
ED 075 589//
- Gibson, Tony**
Closed-Circuit Television Single-handed.
ED 074 733//
- Gilchrist, Robert S.**
New Concepts on the Educational Horizon.
ED 074 580//
- Gillasp, Roy Eugene**
Effectiveness of Existing Eye Safety Legislation in Arizona.
ED 075 632//
- Gillespie, James Pittard**
A Study of Concept Development and Communication Abilities in Children Aged Five Through Eight Using Leaf Morphology as the Vehicle.
ED 075 182//
- Giltrow, David Roger**
Young Tanzanians and the Cinema: A Study of the Effects of Selected Basic Motion Picture Elements and Population Characteristics on Filmic Comprehension of Tanzanian Adolescent Primary School Children.
ED 074 743
- Ginn, Clyde N.**
A Study of the Utilization and Dissemination of Materials Produced by the Curriculum Coordinating Unit and Research Coordinating Unit as Perceived by the Secondary and Post Secondary Vocational Personnel in the Vocational Complexes of Mississippi.
ED 075 619
- Girdner, Jerry H.**
[Counselor-Counselee Ratios in California Junior Colleges 1972-1973.]
ED 075 009
- Glenny, Lyman A.**
Reenforcement Trends for State Planning and Systems.
ED 074 933
- Glick, Lester J., Ed.**
Undergraduate Social Work Education for Practice: A Report on Curriculum Content and Issues.
ED 074 894
- Glick, Toby**
Content Analysis Schedule for Bilingual Education Programs: Pomona Bilingual Leadership Program.
ED 074 877
- Gliessman, David**
I: An Introduction to Protocol and Training Materials. II: The Portrayal of Concepts: An Issue in the Development of Protocol Materials.
ED 075 351
- Gold, Milton J.**
Hunter College TTT Program: Training the Teachers of Teachers Elementary Education.
ED 075 433
- Goldhor, Herbert**
Public Library Abstracts: 1971; Abstracts of Statistics in American Public Library Annual Reports for the Year Ending in 1971.
ED 075 037
- Goldman, Mark S.**
To Drink or Not to Drink An Experimental Analysis of the Effects of Group Decision-Making on Group Drinking by Alcoholics.
ED 074 397
- Gonzales, Rodolfo**
I am Joaquin. Yo Soy Joaquin. An Epic Poem with a Chronology of People and Events in Mexican and Mexican American History.
ED 075 122//

284 Author Index

- Gooch, Susan J.**
Assessment of Motor Learning Through Mathematical Analysis. ED 075 453//
- Goodman, Allen C.**
The Busing Game. Working Paper Series, W2-30. ED 075 538
- Goodman, Kenneth S., Ed.**
Psycholinguistics and the Teaching of Reading. ED 074 446
- Goodwin, Harold I.**
Collective Bargaining in Higher Education: Contract Content - 1972. ED 074 923
- Gooler, Dennis D., Ed.**
Uses of Technology in Community Colleges: A Resource Book for Community College Teachers and Administrators. ED 075 028
- Goolsby, Thomas M., Jr., Comp.**
Invitational Conference on Measurement in Education; Proceedings (of the) Eleventh Southeastern Conference (December 8-9, 1972). Pre-Session. ED 075 445
Invitational Conference on Measurement in Education; Proceedings (of the) Eleventh Southeastern Conference (December 8-9, 1972). Session I. ED 075 449
Invitational Conference on Measurement in Education; Proceedings (of the) Eleventh Southeastern Conference (December 8-9, 1972). Session II. ED 075 464
Reports on Some Salient Topics and/or Issues in Educational Psychology, Measurement and Research as Presented by Doctoral Students. A Seminar. ED 075 470
- Gordon, Edmund W., Ed.**
"Inequality" by Christopher Jencks: Four Critical Reactions. IRCD Bulletin, Volume 9, Number 1, January 1973. ED 075 563
- Gordon, Fannetta, Comp.**
Addresses of Embassies, Consulates, and Educational and Information Offices of Interest to Foreign Language Teachers. ED 074 853
- Gould, R. Bruce**
Reported Job Interest and Perceived Utilization of Talents and Training by Airmen in 97 Career Ladders. ED 075 634
- Grabowski, Stanley M., Ed.**
Research and Investigation in Adult Education: 1972 Annual Register. ED 074 333
- Gram, Peter C.**
APA Ethics. A Help or Hindrance. ED 075 472//
- Gran, James R.**
A Comparative Analysis of Selected Responses to the Four Year Follow-Up Questionnaires Returned by the Graduates of the Jackson County Adult Evening High School Classes of 1967-68-69. ED 074 348
A Four-Year Follow-up Study of the One Hundred Graduates - Class of "69" of the Jackson County Adult Evening High School Completion Program. ED 074 326
- Gratch, Gerald**
Piaget's Stage IV Object Concept Error: Evidence of Forgetting or Object Conception? ED 075 083
- Greabell, Leon C., Jr.**
A Quasi-Experimental Study Designed to Evaluate the Effectiveness of a Student-Goal-Determined Course in Mathematics Education. ED 075 369
- Green, Harris Reed**
Maximizing Use of Community Resources in the Teaching of English: A Survey of Professional Opinion. ED 074 506//
- Green, Richard T., Comp.**
Comprehension in Reading. An Annotated Bibliography. ED 074 480
- Greenberg, Barry**
An Input-Output Assessment of Community College Graduates. ED 075 020
- Greenberg, Bradley, S.**
The Communication Environment of the Urban Poor. ED 075 553
- Greene, John F.**
The Effects of an Open Experimental Program on the Attitudes and Self-Concept of Graduate Students. ED 074 935
- Greenstein, Jack**
Belief System Change in Student Teachers. ED 075 368
- Greenstein, Theodore**
Belief System Change in Student Teachers. ED 075 368
- Greever, Kathryn B.**
An Adlerian Approach to Measuring Change in College Freshmen. ED 074 431
- Greis, Naguib A. F.**
English Language Proficiency and Academic Achievement among Students of English as a Second Language at the College Level. ED 074 812
- Gretler, Armin**
The Training of Adult Middle-Level Personnel. ED 074 382//
- Grigsby, Donald Leroy**
Some Adverse Effects of Increased Federal Funding on Certain Basic Conditions in Academic Scientific Research: An Exploratory Study, 1950-1970. ED 075 179//
- Gross, Alan E.**
When Humanitarianism Is Not Humane: Helping---the Recipient's View. ED 074 386
- Gross, John G.**
The Effect of Reimbursement of Out-of-Pocket Expenses on Low Income Volunteer Leadership Participation. ED 074 378
- Gruner, Charles R.**
An Annotated Bibliography of Empirical Studies of Laughter-Provoking Stimuli as Communication. ED 074 533
- Guerriero, Carl A.**
A Guide to Field Mathematics. ED 075 232
- Gunn, John S.**
Early Australian Pronunciation. ED 074 834
- Gurnoe, Katherine**
Songs of the Sun Dance. ED 075 306
- Gwin, William**
Reflections on Two Media. ED 074 724
- Haas, Joyce H.**
Narrative Evaluation Report on the Institute for Training in Librarianship: The Librarian in a Pluralistic Society: Cross-Cultural Training for Social Action (Univ. of Hawaii, Honolulu; Aug. 1971-May 1972). ED 075 059
- Hager, Raymond David, Jr.**
Analysis of a Cohort Prediction Model with Applications to Student Enrollment Forecasting. ED 074 966//
- Hall, Morrill M.**
Perspectives of School Desegregation in the Southeast. ED 075 460//
- Hall, William S.**
Variations in the Structure and Use of Standard English. Final Report. ED 074 526
- Hallak, Jacques**
Managing Educational Costs. ED 074 585//
- Hallock, Don**
Suggestions Toward a Small Video Facility. ED 074 723
- Hamil, Marifloyd**
Four-H Leadership Training Needs of Tennessee Agents, 1970. ED 074 316
- Hamler, Bev**
Final Report of the Evaluation of the 1971-72 Benjamin Franklin Urban League Street Academy. ED 075 557
- Hammond, Patricia**
Oklahoma in the World: Guide to the Improvement of the Teaching of Modern Foreign Languages. ED 074 843
- Hammond, Patricia, Ed.**
Recipes for Teaching Foreign Languages in Oklahoma. ED 074 844
- Hammons, James O., Ed.**
Role of the Academic Dean in Implementing Accountability: Anatomy of a Conference for Deans of Instruction in Two-Year Colleges. ED 075 014
- Hampton, John D.**
Prediction of Procrastination in a Self-Pacing Instructional System. ED 075 501
- Hannen, Lew W.**
[A Description of Project F. O. O. D.--Focus on Optimal Development of Children, Durham, North Carolina.] ED 075 540
- Hanson, Ellis G.**
Demographic Change and Local School District Organization. ED 074 568//
- Hapkiewicz, Walter G.**
Student Characteristics Associated with Success in a Mastery Learning Strategy. ED 074 388
- Harding, T. E.**
Let's Write a Script. ED 074 701//
- Hardt, Hanno**
Toward a Reconceptualization of Knowledge Utilization in Education. Volume 2. Special Investigation 1. Knowledge Utilization in a Democratic Society: Education Through Commercial Television. Final Report. ED 075 331
- Hare, James M.**
Annotated/Categorized Bibliography of Social Science Journals. ED 075 302
- Hargis, Jerry L., Ed.**
Proceedings of a National Conference on The Continuing Education Unit: An Examination. (April 27-28, 1972). ED 074 354
- Hargrove, Michael B.**
Training Impact of National Institutes of Health Research Grants. Part I: Hypotheses of Interest Concerning Individuals. Final Report. ED 075 586//
- Harker, W. John**
The Professional Preparation of Reading Teachers and Specialists in Canadian Universities. ED 074 457
- Harley, John K.**
The Group Experience in Schools. (A Preliminary View for English Teachers). ED 075 344

- Harman, David**
Functional Education for Family Life Planning.
II. Program Design. ED 074 355
- Harrigan, J. Ward**
Programmed Math Continuum, Level One, Algebra, Handbook. ED 075 200
Programmed Math Continuum, Level One, Algebra, Measurable Behavioral Objectives. ED 075 201
- Harris, Albert J., Ed.**
Readings on Reading Instruction. Second Edition. ED 074 439//
- Harris, Grace**
Community Involvement and Teacher Education: One Experimental Program. The University of Connecticut Technical Paper. ED 075 367
- Harris, Margaret L.**
Measuring Social Studies Concept Attainment: Boys and Girls. Report from the Project on A Structure of Concept Attainment Abilities. ED 075 273
- Harris, Thomas E.**
Methods for Introducing Analysis of Conflict Theory. ED 074 542
- Harrison, Bennett**
Education, Training, and the Urban Ghetto. ED 075 543//
- Harrison, Randall P.**
Observing and Recording Nonverbal Data in Human Transactions. ED 074 528
- Hart, Annie L.**
Day Care Facts. ED 075 631
- Hartje, George N.**
Teaching Library Science and Telelecture. ED 075 049
- Hartman, Charles H.**
Driver Education in the Schools. Automotive Safety Foundation's Monitor. ED 075 660
- Hartstein, Jack, Ed.**
Current Concepts in Dyslexia. ED 074 451//
- Harvey, David W.**
An Examination of the Validity of Holland's Constructs for Adult Women. ED 074 399
- Hathaway, Walter Ennis, Jr.**
The Degree and Nature of the Relations Between Traditional Psychometric and Piagetian Developmental Measures of Mental Development. ED 075 485
- Havighurst, Robert J.**
Emerging Urban Problems and Their Significance for School District Organization in the Great Plains States. ED 074 579//
- Haviland, Virginia, Comp.**
Children's Books 1972: A List of Books for Preschool Through Junior High School Age. ED 075 064
- Hawkins, James E.**
"Indian Education in the Bureau of Indian Affairs." ED 075 130
- Hawley, Amos H., Ed.**
Segregation in Residential Areas: Papers on Racial and Socioeconomic Factors in Choice of Housing. ED 075 547//
- Hayden, Alice H.**
A Child Development, Behavior Modification Research, and Data-Based Model for Training Teachers of Young Handicapped Children. ED 074 690
- Hayden, Sterling William**
The Role of the Industrial Arts Department Chairman in Missouri Public High Schools. ED 075 681//
- Hayes, Robert E.**
CCAF: A Lesson in Space Age Curriculum Development. ED 075 011
- Hefzallah, Ibrahim M.**
Career Education: The Student in Focus. ED 075 625
- Heilprin, Laurence B.**
On Access to Knowledge in the Social Sciences and Humanities, From the Viewpoint of Cybernetics and Information Science. ED 075 046
Impact of Cybernetics on Information Science, and Vice Versa. ED 075 047
- Heim, Peggy**
Management Systems and Budgeting Methodology: Do They Meet the Needs and Will They Work? Studies in Management. ED 075 378
- Heimsath, Clovis B.**
Systems and the Changing Architectural Practice. ED 074 599
- Heitzmann, William Ray**
Content Through Methodology. ED 075 283
- Henson, Jane C.**
APL: An Intro. ED 074 765
- Herman, James Edward**
The Effect of a Reading Improvement Program Upon Academic Achievement in College. ED 074 471//
- Herman, Michele H.**
Career Orientation of University and High School Women. ED 074 950
Sextist Attitudes Among Male University Students. ED 074 421
- Hernandez-Dominguez, Jose L.**
Bilingual Education and Accountability: A Perceptual View. ED 074 817
- Herner, Saul**
National Inventory of Library Statistics Practices. Volume I, Data Collection on the National, State, and Local Levels. ED 075 032
- Hess, Richard T.**
Content Analysis Schedule for Bilingual Education Programs: Albuquerque Public School Bicultural-Bilingual Program. ED 074 863
Content Analysis Schedule for Bilingual Education Programs: Bilingual Elementary Education Program. ED 074 872
Content Analysis Schedule for Bilingual Education Programs: Compton Elementary Bilingual Education Plan. ED 074 874
Content Analysis Schedule for Bilingual Education Programs: The Lorain City Bilingual Education Program. ED 074 876
Content Analysis Schedule for Bilingual Education Programs: Bilingual Education in a Consortium. ED 074 881
Content Analysis Schedule for Bilingual Education Programs: Adaptations of Bilingual Education. ED 074 882
- Hewitt, Raymond G., Ed.**
The Effects of Faculty Collective Bargaining on Higher Education. ED 074 918
- Heyns, Roger W.**
The National Educational Establishment: Its Impact on Federal Programs and Institutional Policies.
- Hickrod, G. Alan**
A Longitudinal Study of Fiscal Equalization in Illinois. ED 074 931
- Hicks, Carroll Ann, Ed.**
The LTA in the Library World Today; Proceedings of the Workshop (Charlotte, N.C., March 3-4, 1972). ED 075 062
- Hielmseth, Don E.**
Individualization of Instruction: The American Indian Student. Education Monograph No. 7. ED 075 116
- Higgins, Norman C.**
Feedback in Group Instruction. ED 075 044//
- Higgins, E. Eugene**
Inventory of Physical Facilities in Institutions of Higher Education Fall 1969. ED 075 001
- Hildebrand, Alice S., Comp.**
Statistics Concerning Indian Education. Fiscal Year 1972. ED 075 129
- Hill, Gary A.**
Recasting Communication Theory and Research: A Cybernetic Approach. ED 074 536
- Hill, Milton**
School Desegregation: The Problem. ED 075 459//
- Hinesley, J. Howard, Comp.**
Comparative Survey of Programs for Exceptional Children. Survey Report 1971-72. ED 074 659
Primary Handicaps of Students in Programs for the Physically Handicapped. ED 074 680
- Hinkle, D. E.**
Measurement for the Purpose of Evaluation. ED 075 448//
- Hipple, Theodore W.**
Readings for Teaching English in Secondary Schools. ED 074 494//
- Hitelman, Daniel R.**
Final Report of an Evaluation of the Corrective Reading Services in Non Public Schools, July 1972. ED 075 548
- Hjelm, Howard F.**
The Research and Development Center Program of the U. S. Office of Education. ED 075 409
- Hoban, Charles F.**
A Current View of the Future of Theory and Research in Educational Communication. ED 074 754
The State of the Art Films in Instruction, 1972: A Second Look. ED 074 753
- Hodge, William E.**
An Historical Analysis of the United States Naval Academy Graduates in the United States Air Force. ED 074 372//
- Hofeller, Margaret A.**
Individualized Education: Reading Courses at New College - 1971-72. ED 074 926
- Hoine, Haskel**
An Evaluation of a Race Relations Seminar. ED 074 366
- Holloway, Mildred Azelle Evans**
Cognitive and Affective Orientations of Elementary School Children Toward Air, Water, and Soil Pollution. ED 075 178//
- Holloway, Ruth Love**
The Right to Read; General Plan of Action for School Based Right to Read Centers. ED 074 476

286 Author Index

- Holmes, Charles H.**
On Converting a Teacher College. ED 075 357
- Holmes, William R., Ed.**
A Program for Early Detention and Attitudinal Reorientation of Potential School Dropouts. ED 074 407
- Holstein, Herbert B.**
Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities. Interim Report. ED 075 610
- Holt, Pete R.**
Counseling for Change: A New Perspective. ED 074 432
- Honig, Alice S.**
Assessing Teacher Behaviors with Infants in Day Care. ED 075 505
- Hooper, Mary Evans**
Earned Degrees Conferred: 1969-70 Summary Data. ED 074 986
- Hoover, Mary Rhodes**
An Experiment in Teaching Reading to Bilingual Kindergarten Children. Research and Development Memorandum No. 102. ED 074 465
- Hopkins, David S. P.**
An Equilibrium Flow Model of a University Campus. ED 074 969//
The Influence of Appointment, Promotion, and Retirement Policies on Faculty Rank Distributions. ED 074 982
Instructional Costs of University Outputs. ED 074 968//
- Hopkins, Lee Bennett**
Pass the Poetry, Please! Using Poetry in Pre-Kindergarten-Six Classrooms. ED 074 495//
- Hopkinson, Peter**
The Role of Film in Development. ED 074 751
- Horsley, Kathryn**
Environment and Population. A Sourcebook for Teachers. ED 075 315
- Hottle, George A.**
Microbiology in Scotland and Northern England. ED 074 975//
- Houghton, Harold, Ed.**
Community Schools in Developing Countries. International Studies in Education 23. ED 074 381//
- Houshower, Margaret B.**
High Interest-Easy Reading for Junior and Senior High School Reluctant Readers. ED 074 524
- Howard, John A.**
Advertising and the Public Interest. A Staff Report to the Federal Trade Commission. ED 074 777
- Howard, Norma K., Comp.**
Open Education: An Abstract Bibliography. ED 075 099
- Howe, Robert L.**
CEIS Overview. ED 075 048
- Howell, William S.**
Modern Trends in Persuasion in Business and Industry. ED 074 564
- Hoyt, Kenneth B.**
Questions for Resolution in Career Education. ED 075 627
- Huberty, Carl J.**
An Empirical Comparison of the Accuracy of Selected Multivariate Classification Rules. ED 075 496
- Huckfeldt, Vaughn E.**
A Forecast of Changes in Postsecondary Education. ED 074 919
- Hudgins, Bryce B.**
I: An Introduction to Protocol and Training Materials. II: The Portrayal of Concepts: An Issue in the Development of Protocol Materials. ED 075 351
- Huff, Robert A.**
Instructional Program Budgeting in Higher Education. ED 074 981
- Huffman, Franklin E., Ed.**
Intermediate Cambodian Reader. ED 074 858//
- Hulbert, James**
Advertising and the Public Interest. A Staff Report to the Federal Trade Commission. ED 074 777
- Hull, William L.**
Opinion Leaders in the Organizational Structure of Two State Divisions of Vocational and Technical Education. Final Report. ED 075 573
- Humphrey, Clifford C.**
What's Ecology? ED 075 165//
- Hundt, Alan G.**
Driver Education Task Analysis. Volume IV: The Development of Instructional Objectives. Final Report. ED 075 623
- Hungerland, Jacklyn**
Development and Pilot Test of a Career-Oriented, Peer-Instructional Model in the Office Cluster of Business Occupations. Final Report. ED 075 603
- Hunkins, Francis P.**
Accountability in Social Studies--A Questioning View. ED 075 291
- Hunt, David E.**
Learning Styles and Teaching Strategies. ED 075 275
- Hunt, Roberta**
Obstacles to Interstate Adoption. ED 075 084
- Hunter, Howard, Ed.**
Humanities, Religion, and the Arts Tomorrow. ED 074 492//
- Hunter, Michael G.**
The Synergistic Evaluation Model. ED 075 503
- Iceland, Carol**
Engineering and Technology Graduates 1972. ED 075 191
- Imig, David G.**
Man to Mankind: The International Dimension of Teacher Education. ED 075 447//
- Ingram, Anne**
Beliefs of Women Faculty About Discrimination. ED 075 005
- Inman, William E.**
Size and District Organization. ED 074 575//
- Irvin, Donald E., Jr.**
Occupational Demand in Minnesota for 1973. ED 075 663
- Irwin, William Louis**
Dimensions of a Substantive Rhetoric. ED 074 539
- Istvan, Edwin J.**
Standards for Teleprocessing: New Approaches for New Needs. ED 074 721
- Jackson, Robert M.**
Methods and Results of an Every-Child Program for the Early Identification of Developmental Deficits. ED 074 672
- Jackson, William B., Comp**
A Collection of Resources for the Environmentally Concerned Educator. ED 075 190
- Jacobs, Charles R.**
Machine-Aided Indexing. ED 075 038//
- Jacobsen, David A.**
A Comparison of the Effects of Textual and Televised Modes of Instruction in Teacher Education. ED 074 773
- Jacobson, Benjamin**
Survey of Transportation Libraries in the United States and Canada. ED 075 039//
- Jameson, Barbara**
The General Public Views the University: A Report of Community Interviews. ED 075 003
- Jamison, Dean**
Using Satellites to Improve Efficiency in Delivery of Educational Services. ED 074 789
- Jenkins, Joseph R.**
How Teachers View the Effective Teacher. ED 075 364
- Jennings, Ralph M.**
Guide to Understanding Broadcast License Applications and Other FCC Forms. ED 074 772
Public Television Station Employment Practices and the Composition of Boards of Directors: The Status of Minorities and Women. ED 074 742
- Jensen, Julie M.**
A Strategy for Curriculum Development in Teacher Education. ED 075 397
- Johnson, Leland L.**
Cable Television: The Process of Franchising. ED 074 780//
- Johnson, Robert Proctor**
Osceola. The Story of an American Indian. ED 075 123//
- Johnson, Viola**
Multi-Ethnic Micro-Units. ED 075 305
- Jolly, Yukiko S.**
The Te-ni-wo-ha: An Etymological Study. ED 074 806
- Jones, Douglas, Ed.**
Communications and Energy in Changing Urban Environments. Colston Papers Volume 21. ED 074 694//
- Jones, Elizabeth**
Patterns of Teacher Behavior in Preschool Programs. ED 075 092
- Jones, George William**
Landing Rightside Up In TV and Film. ED 074 731//
- Jones, Reginald L., Ed.**
Black Psychology. ED 075 542//
- Jones, William K.**
Regulation of Cable Television by the State of New York. ED 074 788
- Jongsma, Eugene A.**
Viewing Standardized Social Studies Achievement Tests from a Reading Perspective. ED 075 492
- Jordan, June B., Ed.**
Not All Little Wagons Are Red; the Exceptional Child's Early Years.

- Jordan, Paul L.**
Population Growth and Resource Requirements for U.S. Education. ED 074 676
- Jordan, Stephen**
Physiological Indices of a Simple Cognitive Task. ED 074 583
- Jorstad, Helen**
L'Humanite n'en Sortira pas...Vivante (Humanity Will Not Get Out Alive). French Ecology Packet: Resource Materials and Readings for French Classes at Advanced Levels. ED 074 774
- Joseph, A., Ed.**
Indian Educational Material. Annotated Quarterly Bibliography. Volume 6, Number 4, (Period Covered October-December 1971). ED 075 287
- Joyce, Bruce R.**
Concepts of Teacher Centers. ED 075 375
- Judd, Wilson A.**
Response Latency as a Correlate of Individual Differences in Retention. ED 074 745
- Juhasz, Stephen**
TOC: Table of Contents Practices of Primary Journals--Recommendations for Monolingual, Multilingual and International Journals. ED 075 042//
- Kaiser, Donald W.**
A Junior High School Industrial Technology Demonstration Program The World of Construction, 1969-1970. Final Report. ED 075 661
- Kalla, Joseph Adam**
An Evaluation of an Interdisciplinary Program in an Elementary Teacher-Education Curriculum. ED 075 115
- Kammeyer, Kenneth C. W.**
The "Younger-Minority Boy" as a Clue to the Source of Achievement Orientation. ED 074 433
- Kamps, Kenneth George**
An Investigation of Portions of a Model for Acquisition of Conservation and Measurement of Length Based on Performance of Selected Second Grade Children on Six Piaget-Type Tasks. ED 075 184//
- Kaplan, Robert, Ed.**
Answers to Health Questions in Physical Education. ED 075 434
- Karman, Felice J.**
Women: Personal and Environmental Factors in Career Choice. ED 074 400
- Katz, Judd A.**
Institutional Design: An Administrative Approach. ED 075 479//
- Katz, Linda Sternberg**
The Rhetoric of the Women's Liberation Movement: Consciousness-Raising. ED 074 545
- Katz, Phyllis A.**
Labels and Children's Perception of Faces. ED 075 078
- Kaufman, Herbert**
Perceptual Capacities of Retarded and Normal Children. Final Report. ED 074 692
- Kay, Evelyn R.**
Guidelines for Identifying, Classifying, and Serving the Disadvantaged and Handicapped Under the Vocational Education Amendments of 1968. ED 075 580
- Keast, William R.**
The Commission on Academic Tenure in Higher Education: A Preview of the Report. ED 074 930
- Keeler, Emmett**
Simultaneous Estimation of Teacher Mobility and Reading Scores. ED 075 358
- Keely, Charles B.**
Teacher Characteristics and Collective Bargaining Militancy. ED 074 604
- Keilty, Joseph W.**
The Effects of an Open Experimental Program on the Attitudes and Self-Concept of Graduate Students. ED 074 935
- Keller, Paul W.**
Monologue to Dialogue: An Exploration of Interpersonal Communication. ED 074 547//
- Kelly, Clifford W.**
Interpersonal Competence: A Paradigm for Planned Change in Undergraduate Communication Instruction. ED 074 540
- Keltner, John W.**
Elements of Interpersonal Communication. ED 074 555//
- Kennedy, John J.**
The Effects of Induced "E" [Experimenter] Bias on the Reading of Instructions during a Behavioral Experiment. ED 074 449
- Kheang, Lim Hak**
Contemporary Cambodian: Introduction. ED 074 819
- Kiewitt, Eva L.**
'PROBE' Computer Search of the ERICtapes. ED 075 050
- Kifer, Edward**
The Effects of School Achievement on the Affective Traits of the Learner. ED 074 401
- Kimball, Elisabeth G.**
A Survey of the Teaching of History and Social Studies in Secondary Schools. ED 075 277
- Kimball, John W., Jr., Comp.**
The National Union Catalog, Reference and Related Services. ED 075 036
- Kimberlin, Donald A.**
Instructional Programming Guide For Computer Assisted Instruction. Technical Report. ED 074 697//
- Kimmel, Ellen B.**
The Status of Faculty Women: A Method for Documentation and Correction of Salary and Rank Inequities Due to Sex. ED 074 996
- King, Norman Anthony**
The Effects of Group Bibliocounseling on Selected Fourth-Grade Students Who Are Underachieving in Reading. ED 074 460//
- Kipling, Cecil, Jr.**
An Optimum Reading Program for Grades K-12 and School District Organization. ED 074 572//
- Klausner, Dorothy**
A Counseling Approach to Improvement of Reading. ED 074 402
- Klein, Stephen**
A Critique of the Report by Irv Garfinkel and Edward M. Gramlich entitled "A Statistical Analysis of the OEO Experiment in Performance Contracting." ED 075 517
- Klentschy, Michael P.**
The Effects of Three Spelling Programs on the Spelling Achievement of Sixth Graders from Two Culturally Different Areas. ED 075 551
- Klima, Kenneth**
A Comparative Study of Illinois State University Elementary Teacher Graduates of the Regular Student Teaching and the Joliet Teacher Education Center Programs 1970-71. ED 075 377
- Kling, Martin**
General Open Systems Theory and the Substrata-Factor Theory of Reading. ED 074 477
- Klit, John A.**
The Development and Implementation of a Statewide Evaluation System. ED 075 508
Meta-Evaluation Applied: The Evaluation of a Large Scale Evaluation System. ED 075 509
- Knapp, Mark L.**
Observing and Recording Nonverbal Data in Human Transactions. ED 074 528
- Knecht, James John, II**
The Proposed Transfer of the Indian Bureau to the Department of War. ED 075 109
- Kneedler, Peter**
Evaluation of the Effects of the Eager to Learn Teacher Inservice Television Series. ED 074 757
- Kniefel, David R.**
QUEST: A Conversational Access to Computerized Searches of the ERIC System. ED 074 758
- Kniefel, Tanya M.**
A Formative-Summative Evaluation Design for a State-Sponsored Program of Educational Experimentation. ED 075 507
- Knight, Don A.**
The Beginning Teacher Can Foster Critical Thinking. ED 075 390
- Knight, Joseph M., Jr.**
Evaluation of a Text Compression Algorithm Against Computer-Aided Instruction (CAI) Material. ED 074 769
- Knoll, J. H.**
Audiovision for Information and Entertainment. Television, New Broadcasting Techniques and Cultural Development. ED 074 775
- Knox, Alan B.**
Life Long Self Directed Education. ED 074 346
- Koene, Wayne G.**
Factors Influencing Farmers to Stay In or Drop Out of the Young Farmer Program in Wisconsin. ED 075 617
- Kolebas, Patricia**
The Effects on the Intelligence, Reading, Mathematics, and Interest in Science Levels of Third Grade Students Who Have Participated in Science - A Process Approach Since First Entering School. ED 075 174//
- Kopp, Frederick S.**
Evaluation of the Youth Tutoring Youth Program, Summer 1972. Research and Development Report, Volume 6, Number 10. ED 075 560
- Kopperman, Nancy**
A Better Chance: Evaluation of Student Attitudes and Academic Performance, 1964-1972. ED 075 556

288 Author Index

- Koppitz, Elizabeth Munsterberg**
The Bender Gestalt Test with the Human Figure Drawing Test for Young School Children. A Manual for Use with the Koppitz Scoring System.
ED 074 645
- Kosecoff, Jacqueline B.**
A New Eclectic Model for the Redirection of Evaluation Efforts.
ED 075 086
- Kranyik, Margery A.**
The Construction and Evaluation of Two Methods of Listening Skills Instruction and Their Effect on Listening Comprehension of Children in Grade 1.
ED 074 486//
- Kreamer, Katherine A.**
Narrative Evaluation Report on the Institute for Training in Librarianship: The Librarian in a Pluralistic Society: Cross-Cultural Training for Social Action (Univ. of Hawaii, Honolulu; Aug. 1971-May 1972).
ED 075 059
- Kroupa, Eugene A.**
Agricultural Market News Programming of Wisconsin Radio and Television Stations.
ED 074 357
- Krueck, Thomas G.**
Product Evaluation at the Career Development Center. 1971-72 Final Report.
ED 075 574
- Krus, David J.**
Undergraduates' Expectations and Perceptions of a College Environment.
ED 074 937
- Kujoth, Jean Speelman**
Best-Selling Children's Books.
ED 074 466//
- Kulm, Gerald**
A Mathematics Self-Concept Test.
ED 075 512
- Kuvlesky, William P.**
Use of Spanish and Aspirations for Social Mobility Among Chicanos: A Synthesis and Evaluation of Texas and Colorado Findings.
ED 075 128
- Kuznik, Anthony E.**
Reverse Transfers: Students who Transfer from Four-Year Colleges to Two-Year Colleges.
ED 075 018
- Labouvie, Gisela V.**
Aligning Components of Intelligence and Learning Performance: A Proposed Rationale for Educational Intervention.
ED 074 403
- La Course, Richard V.**
The Role of Communications in Indian Life. Position Paper.
ED 075 135
- Laird, David B., Jr.**
The Regents of The University of Michigan and the Legislature of the State, 1920-1950.
ED 074 948
- Lally, J. Ronald**
Assessing Teacher Behaviors with Infants in Day Care.
ED 075 505
- Landor, R. A.**
Discourse: The Primary Language.
ED 074 475
- Langer, Victor G.**
Audio Visual Tutorial Development at the Milwaukee Area Technical College.
ED 074 770
- La Noue, Joan**
Content Analysis Schedule for Bilingual Education Programs: Bilingual Education Project for Navajo.
ED 074 871
Content Analysis Schedule for Bilingual Education Programs: Las Cruces Elementary School Bilingual Project.
ED 074 875
- Lappin, Joseph S.**
Communication for Handicapped Children. Final Report.
ED 074 688
- LaRocque, Geraldine E.**
Must Johnny Read?
ED 074 435
- Larson, Charles U.**
Communication Correlates of Commitment.
ED 074 554
- Lauter, Paul, Comp.**
Teaching About Peace Issues. A Peace Education Kit.
ED 075 286//
- Lavine, Linda**
Content Analysis Schedule for Bilingual Education Programs: Bilingualism in an Open School Education Program.
ED 074 873
- Lawson, Robert F.**
Discrimination and Integration in the Foundations of Education.
ED 075 343
- Laycock, Don**
Towards a Typology of Ludlings, or Play-Languages.
ED 074 837
- Lazar, Joyce B.**
A Review of the Present Status and Future Needs in Day Care Research. A Working Paper.
ED 075 673//
- Lecht, Leonard A.**
Manpower Implications of New Legislation and New Federal Programs: Utilizing Persons with Engineering Backgrounds in the Health-Related Industries.
ED 075 594//
- Lee, David Lopez**
Cultural Identity: An Approach to Preventing Delinquency Among Chicanos.
ED 075 136
- Leedy, Paul D., Ed.**
College-Adult Reading Instruction. Perspectives in Reading, No. 1.
ED 074 479
- Lengrand, Paul**
In Search of Life-Long Education.
ED 074 335
- Levin, Betsy**
Paying for Public Schools. Issues of School Finance in California.
ED 074 597//
- Levine, Daniel U.**
Emerging Urban Problems and Their Significance for School District Organization in the Great Plains States.
ED 074 579//
- Levine, David R.**
Computer-Based Analytic Grading for German Grammar Instruction. Psychology and Education Series. Technical Report Number 199.
ED 074 787
- Levine, Eleanor**
Prescriptive Profile Procedure for Children With Learning Disabilities.
ED 074 673
- Levine, Louis L.**
Employer Services Activities and Manpower Policy. Interim Report.
ED 075 589//
- Levine, Martin**
Social Sciences: Curriculum Guide for Teaching Gifted Students Social Sciences in Grades Seven Through Nine.
ED 074 679
- Lewis, Michael**
Attachment Behavior in Thirteen-Month-Old, Opposite Sex Twins.
ED 075 079
- Lewis, Richard F.**
Conjugate Reinforcement.
ED 074 767
- Liberty, Paul G., Jr.**
An Evaluative Study of Instructional Strategies and Pupil Cognitive Learning in an English as a Second Language Program of a Spanish-English Bilingual Education Project.
ED 075 504
- Liem, Nguyen Dang**
Intermediate Vietnamese, Volume I.
ED 074 867//
Intermediate Vietnamese, Volume II.
ED 074 866//
- Liljestrand, Kenneth**
The Interaction of Individuals in the College Setting with Their Environments.
ED 074 971//
- Linkugel, Wil A., Ed.**
Television and the New Persuasion. Proceedings of the Annual Symposium on Issues in Public Communication (3rd, Lawrence, Kansas, July 16-17, 1970).
ED 074 543//
- Lionberger, Herbert F.**
Changing Neighborhood and Clique Structure in Two Missouri Communities, 1955-66.
ED 074 353
- Little, Craig B.**
"Hey You": A Study of the Social-Psychological Implications of Form of Address.
ED 074 405
- Long, Huey B.**
The Education of the Mentally Retarded Adult: A Selective Review of Recent Literature.
ED 074 345
- Longo, Alexander A.**
A Summative Evaluation of Computer Assisted Instruction in U. S. Army Basic Electronics Training. Technical Report.
ED 074 699//
- Loomis, Charles P.**
Linkages of Mexico and the United States. Study Based on Modified Probability Samples of Rural Michigan, the U.S. General Public, Spanish-speaking Latinos of the Southwestern United States, Urban Mexico, and Rural Mexico.
ED 075 124
- Lopez-Santiago, Andres**
Content Analysis Schedule for Bilingual Education Programs: The Bilingual School, P.S. 25.
ED 074 862
- Lorber, Fred**
Fulfilling the Potential of NYC-2. Linking the Neighborhood Youth Corps and MA-JOBS Program into a Sequential Training-Employment Model.
ED 075 659//
- Lounsbury, Jerald Elbert**
An Analysis of the Satisfaction with College Experienced by Special Project Students, Primarily Inner-City and Negro, at a Non-Metropolitan University as Measured by the College Student Questionnaire.
ED 075 006//
- Lovett, Tom**
Adult Education and Community Development: A Network Approach.
ED 074 320
- Low, D. Stewart**
The Instructional Development Factory.
ED 074 749
- Lu, John**
A Hierarchic System for Information Usage.
ED 074 557
- Ludanyi, R. P.**
Content Analysis Schedule for Bilingual Education Programs: The North Country Bilingual Project.
ED 074 878
- Lundberg, Christina M.**
Parent Involvement Staff Handbook: A Manual for Child Development Programs.
ED 075 074
- Luyben, Paul D.**
The Effects of Pictures on the Acquisition of a Sight Vocabulary in Rural EMR Children.
ED 074 752

- Lynch, Mary V.**
Predictive Models for Success in Occupational Education. Occupational Research Project Final Report.
ED 075 598
- MacDougall, Mary Ann**
The Influence of Interpersonal Skill Training on the Social Climate of Elementary School Classrooms.
ED 075 386
- Madson, Gerald Gerhart**
Establishing Criteria in Programmed Learning.
ED 074 748//
- Maloney, W. Paul**
Career Education: The Student in Focus.
ED 075 625
- Maltby, Gregory P., Ed.**
Restructuring School Finance. Legal and Financial Implications of the Serrano Case for the State of Oregon.
ED 074 606
- Manatt, Richard P.**
A Study of Administrative Costs in Selected School Districts of Iowa, Missouri, and South Dakota.
ED 074 576//
- Mandel, Barrett John**
Literature and the English Department.
ED 074 522
- Mandeville, Garrett K.**
Confidence Interval Estimation of KR sub 20--Some Monte Carlo Results.
ED 075 513
- Mandler, Jean M.**
Recall and Recognition of Pictures by Children as a Function of Organization and of Distractor Similarity.
ED 075 075
- Mangum, Garth L., Ed.**
Proceedings of National Conference on State and Local Manpower Planning (Salt Lake City, Utah, April 28-30, 1971).
ED 075 592//
- Mann, Lester**
Aptitude-Treatment Interactions with Handicapped Children: A Focus on the Measurement of the Aptitude Component.
ED 075 510
- Manry, William F., IV**
APL: An Intro.
ED 074 765
- Marchuk, G. I.**
Effectiveness of Science Tasks and Plans for Siberian Scholars.
ED 075 176//
- Markham, David**
A Hierarchic System for Information Usage.
ED 074 557
- Markiewicz, Dorothy**
Can Humor Increase Persuasion, Or Is It All a Joke?
ED 074 553
- Marsh, George**
Current Basic Research in Beginning Reading.
ED 074 444
- Martin, J. Larry**
An Investigation of the Development of Selected Topological Properties in the Representational Space of Young Children.
ED 075 198
- Mason, Ward S.**
The Research and Development Center Program of the U. S. Office of Education.
ED 075 409
- Mathur, M. V.**
Statement Regarding Life-Long Education.
ED 074 334
- Matteson, Harold R.**
Factors Influencing Farmers to Stay In or Drop Out of the Young Farmer Program in Wisconsin.
ED 075 617
- Mauder, Addison, H.**
Agricultural Extension. A Reference Manual.
ED 075 628
- Maxey, E. James**
Selected Comparisons of Teacher and Curriculum Characteristics Related to Educational Innovation for the Great Plains.
ED 074 571//
- Mbunda, Daniel**
Adult Education in Tanzania: Life-Long Process for National Development.
ED 074 328
- McAfee, David**
Training Teachers for Correctional Institutions.
ED 075 392
- McCall, Jim**
Orchestra, Junior. Course Number: Music: 5601.
ED 075 313
- McCall, John**
Simultaneous Estimation of Teacher Mobility and Reading Scores.
ED 075 358
- McCandless, Boyd R.**
Children and Youth: Psychosocial Development.
ED 075 095//
- McClure, Robert M.**
Decision Making at the Institutional Level.
ED 074 619
- McCroskey, James C.**
The Generalizability of Source Credibility Scales for Public Figures.
ED 074 560
- McDaniel, Roderick, Ed.**
Resources For Learning: A Core Media Collection for Elementary Schools.
ED 074 727//
- McDonald, Edward R.**
Seeking a Pace to Perfection: The Attempt to Individualize Instruction in Elementary German at Lafayette College, Easton, Pa.
ED 074 815
- McGee, Bernard James**
A Study of the Monetary Value of the Master's Degree in Management Issued by the Naval Postgraduate School.
ED 074 976//
- McIsaac, Donald N.**
Enrollment Projections. ENROLV2.
ED 074 715
- McKenzie, James D.**
Effect of Information on Students' Perceptions of Counseling and Their Willingness to Seek Help.
ED 074 396
- McKnight, A. James**
Driver Education Task Analysis. Volume I: Task Descriptions. Final Report (August 1969-July 1970).
ED 075 571//
- McKnight, A. James**
Driver Education Task Analysis. Volume IV: The Development of Instructional Objectives. Final Report.
ED 075 623
- McKnight, A. James**
Driver Education Task Analysis. Volume II: Task Analysis Methods. Final Report.
ED 075 624
- McKnight, Philip C., Comp.**
On the Improvement of Instruction in Higher Education: A Bibliography.
ED 074 898
- McKowen, Clark**
It's Only a Movie.
ED 074 703//
- McProuty, Vivian Helen**
Piaget's Theory as the Basis for the Assessment of Reading Disability and Suggested Remediation Through an Adapted Science Curriculum.
ED 075 172//
- Medin, Julie**
The Teaching of Developmental Mathematics in Community Colleges.
ED 075 197
- Medsker, Gerald W.**
A Comparison of New Cadets at USMA with Entering Freshmen at Other Colleges Class of 1974.
ED 074 967//
- Meeks, Elizabeth**
Introducing Literature of the Minorities.
ED 074 501
- Meierhenry, W. C.**
Survey of Public Television Station Managers 1973.
ED 074 762
- Melinger, Barry L.**
A Summary Report of the Study "Areas of Concern in Technical Institute Accreditation."
ED 075 606
- Mellor, Warren**
Nongraded Schools. Educational Management Review Series Number 16.
ED 074 608
- Melnick, Amelia, Ed.**
Reading: Today and Tomorrow.
ED 074 436//
- Meronn, M.**
Die Gesamtschule als Erziehungsprinzip der Kibbuzgemeinschaft (The Comprehensive School as the Educational Principle of the Kibbutz).
ED 074 798
- Merritt, John, Ed.**
Reading: Today and Tomorrow.
ED 074 436//
- Mertins, Paul F.**
Distribution of Physical Facilities Among Institutions of Higher Education Grouped By Level, Control, and Enrollment Size Fall 1968.
ED 074 990
- Mertins, Paul F.**
Financial Statistics of Institutions of Higher Education: Student Financial Aid, 1966-67.
ED 074 991
- Mervine, K. W.**
Energy and the Environment.
ED 075 230
- Miel, Alice**
Children's Social Learning: Implications of Research and Expert Study.
ED 075 071
- Miles, Edward J.**
The Rationale for Canadian Studies in Schools of the United States.
ED 075 268
- Miller, Floyd A.**
Five Tough Questions.
ED 074 581//
- Miller, Kent S., Ed.**
Comparative Studies of Blacks and Whites in the United States. Quantitative Studies in Social Relations Series.
ED 075 532//
- Miller, LaMar P.**
Ethnic Studies in Elementary Schools and Secondary Schools in New York.
ED 075 558
- Miller, Ventrice M.**
Parent Involvement Staff Handbook: A Manual for Child Development Programs.
ED 075 074
- Millett, John D.**
Financing Current Operations of American Higher Education.
ED 074 917
- Milstein, Mike M.**
State Education Agency Planning: Impact of Federally Funded Programs.
ED 074 605
- Miskel, Cecil**
Teacher and Administrator Attitudes Toward Collective Negotiation Issues.
ED 074 624
- Mitchell, Edna**
New Concepts on the Educational Horizon.
ED 074 580//
- Mitchell, Edna**
Teaching About North America.

290 Author Index

- Mitchell, Rowland L., Jr.
A Study of Language and Area Programs. Final Report. ED 075 309
- Mizener, Arthur, Ed.
Teaching Shakespeare. ED 074 865
- Mizenko, Albert J.
An Instructional Model for Computer Assisted Instruction. Technical Report. ED 074 491//
- Montare, Alberto
Language and Aggression: An Exploratory Study Amongst Black and Puerto Rican Youth. ED 074 502
- Moore, Allen B.
Supplement to Abstracts of Instructional Materials for Career Education. ED 075 576
- Moore, Benjamin L.
Social Punishment in the Modification of a Pre-School Child's "Autistic-Like" Behavior with Mother as Therapist. ED 075 068
- Moore, Kent
Computer Managed Instruction: Toward Individualized Learning. ED 074 537
- Morin, Kenneth N.
Group Systematic Desensitization of Test Anxiety. ED 074 406
- Moro-Oka, Kazufusa
Towards the Construction of Life-Long Education System. ED 074 337
- Moser, Collette, Comp.
Manpower Planning for Jobs in Rural America. Proceedings of a Conference (Michigan State University, December 14-15, 1972). ED 075 155
- Moskovitz, Sarah
Do Preschoolers Learning to Sort Prefer the Help of Vygotsky or Piaget? ED 075 094
- Mowat, Susanne
Reception Areas of Non-English Speaking Pupils: An Extension of Cost Analysis Data. ED 074 795
- Mueller, Edward
Clustering and Socially-Directed Behaviors in a Playgroup of One-Year Olds. Appendix 2. ED 075 073
- Mullally, Lee J.
Comprehension of a Narrative Passage by Primary School Children as a Function of Listening Rate and Reading Comprehension Level. ED 074 708
- Murdock, Samuel W.
Americas Unidas; Pilot Broadcasting Program Los Angeles, California. ED 074 722
- Murphy, Patricia D.
Identification of Common Content in Courses Offered by Various Vocational Services at the Secondary Level. Final Report. ED 075 622
- Teaching for Employability. ED 075 621
- Nafus, Charles
Content Analysis Schedule for Bilingual Education Programs: Region XIII Bilingual Education. ED 074 870
- Nakamoto, June
Continuing Education in the Health Professions. A Review of the Literature: 1960-1970. ED 074 367
- Nelson, J. S.
Impact on Development of Rural Employment and Labour Problems. Seminar Group 5. ED 074 321
- Narang, H. L.
Canadian Research in Adult Education: A Bibliography of Masters' Theses and Doctoral Dissertations. ED 074 376
- Neale, John M.
Perceptions of Success and Failure by Disadvantaged Elementary School Children. Final Report. ED 075 554
- Nee, John G.
The Identification and Comparison of the Tasks for the Occupational Role of Industrial Production Technologist. ED 075 636
- Neiswender, Lenore
Training Manpower Development Work Supervisors in the Use of Behavior Modification Techniques to Teach Job-Required Skills. Special Report. ED 075 655//
- Nelson, Bardin H.
An Analysis of Status Mobility Patterns among Middle-Class Mexican Americans in Texas. Anglo Interaction Index. Report Six. ED 075 153
- Two Scales for the Measurement of Mexican-American Identity. ED 075 152
- Netusil, Anton J.
A Study of Administrative Costs in Selected School Districts of Iowa, Missouri, and South Dakota. ED 074 576//
- Neyman, Clinton A., Jr.
Evaluation of ESEA Title I Programs for the District of Columbia, 1970-71. Final Report. ED 075 529
- Nichols, Edwin J.
Child Mental Health in the '70's. ED 075 516
- Niederfrank, E. J.
Developing Programs for the Rural Handicapped. ED 074 362
- Nielsen, Thomas G.
Media Presentation and Concept Representation Variables in Independent Learning. Final Report. ED 074 764
- Niemi, John A.
English for "Old" Canadians: The Finnish Project in British Columbia. ED 074 383
- Norris, Robert
Assessing Knowledge of Cultures. ED 075 125
- Norton, Richard W.
Pronouncing as a Method of Choice in Verbal Discrimination Learning. Technical Report. ED 074 464
- Norton, Robert E.
A Guide to the Coordination of Supportive Services for Vocational Education Students. ED 075 575
- Nunnally, Diane T.
The Ethical Issues of Privacy, Confidentiality and Privileged Communication. ED 075 473//
- Nusberg, Charlotte
Anticipating Educational Issues Over the Next Two Decades: An Overview Report of Trends Analysis. Research Memorandum No. 18. ED 074 627
- Oberle, Wayne H., Comp.
A Bibliographical Guide to Structural Development. ED 074 375
- O'Connell, Cornelius
Photography in Outdoor Education. ED 075 138
- O'Connell, Dorothy, Comp.
Multiply Handicapped Children: A Bibliography. ED 075 098
- O'Connor, Edward
A Critique of the Report by Irv Garfinkel and Edward M. Gramlich entitled "A Statistical Analysis of the OEO Experiment in Performance Contracting." ED 075 517
- O'Donnell, Clifford R.
The Buddy System Model: Community-Based Delinquency Prevention Utilizing Indigenous Nonprofessionals as Behavior Change Agents. ED 074 394
- Olch, Peter D., Ed.
Selections from the Fifth and Sixth National Colloquia on Oral History. ED 074 544//
- Oliver, Robert M.
An Equilibrium Flow Model of a University Campus. ED 074 969//
- Instructional Costs of University Outputs. ED 074 968//
- Oliverius, Zdenek F.
Some Comments on the Verbs of Motion in Russian. ED 074 861
- Olivier, Maurice E.
Planning for Educational Decision-Making in the 70's. University of New Hampshire Summer Research Training Institute. Final Report and Supplementary Appendix D. ED 075 002
- Olmo, Barbara G.
Can a Teacher Have Flexible-Modular Scheduling Within a Traditionally Organized School? ED 075 393
- Olson, Arthur R.
Cooperative Accountability Project. An Overview of the Cooperative Accountability Project. ED 074 625
- Olson, Avera
The Original Americans. An Experimental Teaching Unit. ED 075 308
- Olson, Margot
An Evaluation of School Personnel Utilization Projects. Volume II, An Analysis of the School Personnel Utilization Programs Goals and Objectives with Suggested Revisions. ED 075 383
- Olson, Tom
User Documentation; WISE-ONE. ED 074 716
- O'Neil, Robert M.
The Colleges and the Courts - A Peacetime Perspective. ED 074 927
- Ongiri, David
American Teacher Training: A Past and Present Perspective. ED 075 352
- Onushkin, V.
Some Problems in the Planning of Higher Education in the USSR. ED 074 885
- O'Reilly, Robert P.
The Development of the New York State Bank of Reading Objectives. ED 075 495
- A System of Objectives in Reading. A Draft Manual for the Selection of Reading Objectives in Project SPPED. ED 074 440
- Orlosky, Donald E.
The Development of Protocol Materials. Acquiring Teacher Competencies: Reports and Studies. ED 075 350
- Oswald, James M.
A World Curriculum for United States Schools. ED 075 284
- Oswalt, Felix E.
Computerized Maintenance for Memphis Schools. ED 074 612

- Owen, Steven V.**
Fluency, Flexibility, and Originality as a Function of Group Size. ED 075 195
- Owens, Thomas R.**
Evaluation of the Effects of the Eager to Learn Teacher Inservice Television Series. ED 074 757
- Page, Chester H., Ed.**
The International System of Units (SI). ED 075 227
- Pando Pacheco, Edgardo**
Life-Long Education in the Peruvian Revolution: Meaning, Realizations and Perspectives. ED 074 336
- Paquette, F. Andre**
A Handbook on the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students: Their Nature, Uses and Limitations. ED 074 855
- Parson, Donn W., Ed.**
Television and the New Persuasion. Proceedings of the Annual Symposium on Issues in Public Communication (3rd, Lawrence, Kansas, July 16-17, 1970). ED 074 543//
- Parsons, Donna**
A Guide to Environmental Study Areas of the Snake River Region. Final Report. ED 075 263
- Paskal, Mark A., Comp.**
On the Improvement of Instruction in Higher Education: A Bibliography. ED 074 898
- Payne, James**
Teacher Sensitivity to Curricular Forces. ED 075 394
- Pearce, Michael**
Appraising the Economic And Social Effects of Advertising: A Review of Issues and Evidence. ED 074 776
- Pelham, John T.**
Status Consistency of the Projected Frames of Reference of Rural Males. ED 075 105
- Pence, James W., Jr.**
The 1972 Campaign for the United States Senate in North Carolina: Debate or Educational Television. ED 074 548
- Perry, George**
A Better Chance: Evaluation of Student Attitudes and Academic Performance, 1964-1972. ED 075 556
- Perry, Roger**
A Comparison of Human Relations Problem Diagnostic Tendencies of Elementary and Secondary Teachers. ED 075 439
- Petersen, Delbert Lynn**
A Comparison of Perceptions Held by Principals, Counselors and Apprentices in Selected Psychological, Educational and Socio-Economic Areas. ED 075 630//
- Petrie, Thomas A.**
Differentiated Staffing and Non-Teamed Organizational Structures as They Affect Elementary School Teacher-Pupil Interaction. ED 075 090
- Pettigrew, Thomas F.**
Busing: A Review of "the Evidence." ED 075 535
- Pezdek, Kathy**
The Role of Comprehension in Learning Concrete and Abstract Sentences. ED 074 443
- Phillips, James A., Jr.**
Teacher Verbal Behavior and Classroom Social Structure. ED 075 389
- Phillips, Michael H.**
A Model for Intake Decisions in Child Welfare. ED 075 085
- Philyaw, Henry**
Traveling in France. ED 074 838
- Pilnick, Carl**
Cable Television: Technical Considerations in Franchising Major Market Systems. ED 074 782//
- Pino, Lewis N.**
Nothing But Praise: Thoughts on the Ties Between Higher Education and the Federal Government. ED 074 963
- Piontkovsky, Roman**
Humanistic Education Through Community Development. ED 074 422
- Planek, Thomas W.**
An Evaluation of the National Safety Council's Defensive Driving Course in Selected States. Final Report. ED 075 653//
- Planinc, Carl**
Study of Telecommunications Programs in Selected Universities in the United States. ED 074 726
- Plant, Walter T.**
Personality Changes Associated With a College Education. ED 074 987
- Plehn, Steffen W.**
New England Regional Student Program Evaluation 1957-1972. ED 074 916
- Podolsky, Arthur**
Basic Student Charges 1968-69. ED 074 988
- Poeschel, Susan M.**
PROJECT SED: Trail-blazing for Severely Disturbed Youngsters in a Public School. ED 074 675
- Pogany, Peter P.**
Application of Linear Programming Models To Determine Optimum School Attendance Areas and Busing Schedules, Subject to Varying Racial Composition. Final Report. ED 074 637
- Pogue, Forrest C., Ed.**
Selections from the Fifth and Sixth National Colloquia on Oral History. ED 074 544//
- Politzer, Robert L.**
A Test of Proficiency in Black Standard and Nonstandard Speech. Research and Development Memorandum #101. ED 075 497
- Porter, Richard E.**
Intercultural Communication Research: Where Do We Go from Here? ED 074 556
- Powell, Marvin M.**
Changes in Self-Esteem as a Result of an Individualized Curriculum. Preliminary Report. ED 074 711
- Powers, Joseph F.**
Brotherhood Through Education: A Guide for Teachers of American Indians. ED 075 154//
- Pranis, Robert W.**
Teaching Economics in Elementary Schools: Comparing Program vs. Non-Program Students and the Effect of Teacher Acquaintance with Instructional Materials. ED 075 293
- Prescott, Elizabeth**
Patterns of Teacher Behavior in Preschool Programs. ED 075 092
- Price, Alice Hayes**
A Description of a Changing High School English Department. ED 074 507//
- Price, Monroe E.**
Cable Television: Citizen Participation After the Franchise. ED 074 784//
- Proum, Im, Ed.**
Intermediate Cambodian Reader. ED 074 858//
- Pukui, Mary Kawena, Comp.**
Hawaiian Dictionary: Hawaiian-English, English-Hawaiian. ED 074 841//
- Purdy, Ralph D.**
Educational Needs -- Some Changing Realities. ED 074 567//
- Purdy, Ralph D., Ed.**
Planning for School District Organization -- Selected Position Papers. ED 074 566
- Purnell, Sandra E.**
Epidictic Rhetoric in the Context of Ritual Behavior: Rock Concerts. ED 074 562
- Quick, John**
Small-Studio Video Tape Production. ED 074 704//
- Quigley, Stephen P., Ed.**
The Vocational Rehabilitation of Deaf People. ED 075 642
- Qvistgaard, Jacques, Ed.**
International Congress of Applied Linguistics: Congress Abstracts (3rd, Copenhagen, August 21-26, 1972). ED 074 796
- Raffel, Norma K.**
The Women's Movement and Its Impact on Higher Education. ED 074 886
- Rafky, David M.**
Ambiguities in Race Relations: Blacks and Whites in Higher Education. ED 074 924
- Ramirez, A. R.**
An Evaluative Study of Instructional Strategies and Pupil Cognitive Learning in an English as a Second Language Program of a Spanish-English Bilingual Education Project. ED 075 504
- Ramsey, Craig A.**
The "Graduate" Study. ED 074 794
- Randolph, Daniel Lee, Ed.**
A Program for Early Detention and Attitudinal Reorientation of Potential School Dropouts. ED 074 407
- Rangel, Robert N., Jr.**
"Operation Bridge" - An Innovative Comprehensive Vocational Education Program for Disadvantaged Youth. Second Interim Report. ED 075 578
- Rao, Y. V. Lakshmana**
The Practice of Mass Communication: Some Lessons from Research. ED 074 746
- Rawlings, Brenda**
Characteristics of Hearing Impaired Students by Hearing Status. United States: 1970-71. ED 074 668
- Reagan, Cora Lee**
Handbook of Visual Perceptual Training. ED 074 448//
- Reardon, Francis J.**
The Interdependence of Creative Attitude and Creative Ability. ED 075 515
- Rector, Douglas**
A Field Test of the Effectiveness of One of the Utah State University Protocol Training Materials, In An Inservice Workshop Setting. ED 075 341
- Reeder, Barbara**
Source Book of African and Afro-American Materials for Music Educators. ED 075 316//

292 Author Index

- Regan, John**
Co-lingualism, Anthropological Linguistics and Compensatory Education. ED 074 832
- Rehberg, Richard A.**
Participation in Student Activities as a Variable in the Educational Attainment and Expectation Process. ED 074 408
- Reid, Jessie F., Ed.**
Reading: Problems and Practices; A Selection of Papers. ED 074 458//
- Reid, Marilyn J.**
A Description of Charles Dickens Annex, 1971-72. ED 074 610
- Reinish, Hal**
Fulfilling the Potential of NYC-2. The Pre-Program Orientation: Toward Enhancing Success in NYC-2 Job Training. Final Report. ED 075 658//
- Reinsch, N. Lamar, Jr.**
A Test of Hypotheses Derived from Osborn, Piaget and Osgood, Concerning the Metaphor. ED 074 561
- Rhodes, C. I.**
Correlates of the Perception of Occupational Prestige. ED 074 411
- Rhodes, George R., Jr.**
Public Schools in Transition. . . One Student Body, Its Needs and Directions. ED 075 446//
- Ribeiro, Darcy**
Hacia la Nueva Reforma (Toward the New Reform). ED 074 792
- Rich, Adrienne**
Clustering and Socially-Directed Behaviors in a Playgroup of One-Year Olds. Appendix 2. ED 075 073
- Rich, H. Lyndall**
The Effect of Teaching Styles on Student Behaviors as Related to Social-Emotional Development. ED 075 376
- Richardson, Eugene J., Jr.**
A Comparative Study of the Philadelphia Leadership Program at the Pennsylvania State University. ED 075 526
- Richmond, Bert O.**
Non-Cognitive Development of Mentally Retarded Children. ED 075 452//
- Richterman, Harold**
Multi-Handicapped Blind Persons Can Work. ED 074 665
- Riegel, Paul S.**
Who's Reading What in Higher Education. Research Currents. ED 074 998
- Righter, Roderic E.**
Teaching About North America. ED 075 309
- Rippley, LaVern J.**
The Teaching of German Literature in Translation. ED 074 821
- Rivers, Wilga M., Ed.**
Changing Patterns in Foreign Language Programs: Report of the Illinois Conference on Foreign Languages in Junior and Community Colleges, 1972. ED 074 813//
- Rivkin, Steven R.**
Cable Television: A Guide to Federal Regulations. ED 074 783//
- Roberts, Anne**
The Rhetoric of the Women's Liberation Movement: Consciousness-Raising. ED 074 545
- Roberts, Arthur D.**
Affective and Cognitive Correlates of Classroom Achievement: Research for the Counselor. ED 074 430
- Roberts, Sylvia**
Equality of Opportunity in Higher Education - The Impact of Contract Compliance and the Equal Rights Amendment. ED 074 920
- Robertson, Douglas J.**
The Effects of Three Spelling Programs on the Spelling Achievement of Sixth Graders from Two Culturally Different Areas. ED 075 551
- Robertson, James**
Educational Radio: The Fifty-Year-Old Adolescent. ERIC/EBR Annual Review Paper. ED 074 728
- Robin, Stanley S.**
Ritalin for School Children: The Teachers' Perspective. ED 075 426
- Robinson, Craig**
Behavior Modification in Group Therapy. ED 074 429
- Robinson, Lora H.**
Women's Studies: Courses and Programs for Higher Education. ED 074 997
- Robson, R. Thayne, Ed.**
Proceedings of National Conference on State and Local Manpower Planning (Salt Lake City, Utah, April 28-30, 1971). ED 075 592//
- Rock, Vincent P., Ed.**
Segregation in Residential Areas: Papers on Racial and Socioeconomic Factors in Choice of Housing. ED 075 547//
- Rodriguez, Emily**
Fulfilling the Potential of NYC-2: Using Government Agencies for Training the Disadvantaged for Employment in Public and Private Sectors: II. The Consortium Model. ED 075 638//
- Rogers, Everett M.**
Field Experiments of Family Planning Incentives. ED 074 317
- Rogers, George W.**
Beyond Freedom and Dignity. ED 075 476//
- Rogoff, Barbara M.**
A Survey of Recent Literature Relevant to Optimizing the Benefits of Youth Projects for Rural Youth in the Southeastern States. Final Report. ED 075 591//
- Rolle, Andrew F.**
The American Italians: Their History and Culture. Minorities in American Life Series. ED 075 567//
- Rolloff, John A.**
A Guide to the Coordination of Supportive Services for Vocational Education Students. ED 075 575
- Rookey, Thomas J.**
The Interdependence of Creative Attitude and Creative Ability. ED 075 515
- Rosario, Florangel Z.**
Exploratory Observations on Family Interaction Patterns and Family Planning in the Filipino Community of Waialua, Hawaii. ED 074 423
- Rosen, Seymour M., Ed.**
International/Intercultural Education Reports. ED 075 338
- Rosenquist, Arthur Richard**
School and Home Co-operation and the Reading Achievement of First Grade Pupils. ED 074 469//
- Ross, Angus, Ed.**
English: An Outline for the Intending Student. ED 074 496//
- Ross, Joanne**
Philadelphia's Parkway Program: An Evaluation. ED 075 534
- Ross, Ramon R.**
Storyteller. ED 074 510//
- Rouse, Donald E.**
The Black Plateau. ED 075 525
- Rowan, Richard L.**
Opening the Skilled Construction Trades to Blacks: A Study of the Washington and Indianapolis Plans for Minority Employment. Final Report. ED 075 590//
- Rowell, Charles Henry**
Afro-American Literary Bibliographies: An Annotated List of Bibliographical Guides for the Study of Afro-American Literature, Folklore and Related Areas. ED 074 508//
- Roy, Mary**
Survey of Transportation Libraries in the United States and Canada. ED 075 039//
- Royer, James M.**
The Role of Comprehension in Learning Concrete and Abstract Sentences. ED 074 443
- Rubin, David**
The Rights of Teachers. The Basic ACLU Guide to a Teacher's Constitutional Rights. An American Civil Liberties Union Handbook. ED 075 340//
- Rubin, Donald B.**
Missing at Random: What Does it Mean? Draft. ED 075 486
- Rubin, Lester**
Opening the Skilled Construction Trades to Blacks: A Study of the Washington and Indianapolis Plans for Minority Employment. Final Report. ED 075 590//
- Rubin, Louis J.**
Informing the Public About Alternative Options for Financing the Public Schools. Final Progress Report. ED 074 638
- Paying for Our Schools: Is There a Better Way? Group IV. ED 074 643
- A Primer on Dissemination. ED 074 644
- Rusalew, Herbert**
Multi-Handicapped Blind Persons Can Work. ED 074 665
- Saad, Geti, Comp.**
Selected Bibliography of Educational Materials in Pakistan, Vol. 5 No. 1, 1971: Period Covered, January-March 1971. ED 074 845
- Selected Bibliography of Educational Materials in Pakistan, Vol. 5 No. 2, 1971: Period Covered, April-June 1971. ED 074 846
- Selected Bibliography of Educational Materials in Pakistan, Vol. 5 No. 3, 1971: Period Covered, July-September 1971. ED 074 847
- Salper, Donald R.**
Onomatopoeia, Gesture, and Synaesthesia in the Perception of Poetic Meaning. ED 074 552
- Salton, Gerard**
Proposals for a Dynamic Library. Technical Report. ED 075 040//
- Samet, Margaret, Ed.**
Public Continuing and Adult Education 1973 Almanac. ED 074 384//

- Samuels, S. Jay**
Attention and Reading Achievement in First Grade Boys and Girls. Research Report No. 43. ED 074 447
- Sancho, Anthony R.**
Mi Libro: Initial Reading in Spanish--Pre-Reading Workbook, Teacher's Edition. ED 074 380
- Sanders, John W.**
Teacher Education Grads Speak Out: Assessment and Implications. ED 075 380
- Sapone, Carmelo V.**
CURMIS. Curriculum Management Information System (and) Prospectus of a Design to Assist a High School Staff in the Evaluation of Its Program. ED 075 281
- Sattler, Howard E.**
A Video Tape Technique for Assessing Behavioral Correlates of Academic Performance. ED 074 747
- Sawyer, Thomas E.**
Crisis in Red and White - An Educational Dilemma. Position Paper. ED 075 132
- Schabacker, William H., Ed.**
Focus on the Future of Georgia 1970-1985. ED 075 482
- Schafer, Larry Eugene**
Inducing Stage III Seriation Capabilities in Kindergarten Children Through Cue Fading and Reinforcement. ED 075 180//
- Schafer, Walter E.**
Participation in Student Activities as a Variable in the Educational Attainment and Expectation Process. ED 074 408
- Schaffer, John G., Comp.**
The Gresham Grade School District #4 Year-Round Plan. Community-School Planning and Implementation. ED 074 582
- Scheffknecht, Jean-Joseph**
Introductory Considerations Concerning Tutor Training. Committee for Out-of-School Education and Cultural Development. Outline Programmes, The Tutor. ED 074 358
- Schenkman, Jerome G.**
Fulfilling the Potential of NYC-2: Using Government Agencies for Training the Disadvantaged for Employment in Public and Private Sectors: II. The Consortium Model. ED 075 638//
- Schlafly, Hubert J.**
The Computer in the Living Room. ED 074 735//
- Schmeiser, Cynthia Board**
The Effect of Selected Poor Item-Writing Practices on Test Difficulty, Reliability and Validity: A Replication. ED 075 498
- Schnell, Thomas R.**
Teaching Educationally Disadvantaged Adults to Read. ED 074 453
- Schonbuch, Stanley S.**
The Core Experience: A Quantitative and Qualitative Analysis. ED 075 025
- Schooley, Daniel E.**
The Synergistic Evaluation Model. ED 075 503
- Schramm, Wilbur**
Instructional Television in the Educational Reform of El Salvador. Information Bulletin Number Three. ED 074 763
- Schulman, Sam**
Mexican American Youth and Vocational Education in Texas: Summary and Recommendations. INSTbb02780
- Schultz, Raymond E.**
Educating for International Understanding: A Role for Community Colleges. ED 075 117
- Schutte, Alfred J.**
Library Technical Assistant -- A Paraprofessional Training Institute, Interim Report. ED 075 015
- Schutte, Alfred John**
An Exploratory Investigation of Micro-Teaching as a Pre-Service Technique and Its Evaluation, Using the Flanders System of Interaction Analysis. ED 075 033
- Schwab, Gisela**
Individualized Instruction at Levels I and II. ED 074 825
- Schwartz, Alfred**
A Search for Quality in Education. ED 074 569//
- Schwartz, Jeffrey K.**
Toilet Training the Retarded Child. ED 074 660
- Schwartz, Shepard**
The Prediction of AWOL, Military Skills, and Leadership Potential. ED 074 342
- Scott, Geraldine J.**
Preliminary Statistics of State School Systems 1969-70. ED 074 628
- Scott, John L.**
The Effects of a Learning Program on Work Habit Skills and Attitudes Toward Work. ED 075 682//
- Sealey, D. Bruce**
Designing Culturally Sensitive Curriculum Materials for Canadian Schools. Indian-Metis. ED 075 301
- Searle, Chris**
The Forsaken Lover: White Words and Black People. ED 074 493//
- Seaverns, Charles F., Jr.**
A Manual for Coordinators of Cooperative Education. ED 075 684
- Seavey, Carol**
Labels and Children's Perception of Faces. ED 075 078
- Seccatore, Luis A.**
Course Scheduling to Find the Minimum Cost Set of Facilities Required. ED 074 371//
- Sedlacek, William E.**
Career Orientation of University and High School Women. ED 074 950
- Sedlacek, William E.**
Differential Faculty Attitudes Towards Blacks, Females and Students in General. ED 074 418
- Sedlacek, William E.**
Sexist Attitudes Among Male University Students. ED 074 421
- Sedlacek, William E.**
Student Demonstrations and Riots: Past, Present, and Future. ED 074 387
- Seguin, Armand M.**
The Effect of Grouping in the Electronics Laboratory on Cognitive and Psychomotor Achievement. ED 075 678//
- Seldin, Joel R.**
The Neighborhood Youth Corps Goes to Fiji: Job Training for Another Society's Disadvantaged Youth. Final Report. ED 075 654//
- Sellers, Walter E., Jr.**
Direct and Contract Hiring of Seasonal Farm Labor. ED 075 635
- Sells, S. B.**
The Interaction of Individuals in the College Setting with Their Environments. ED 074 971//
- Seraile, Elmore J.**
Persons of Spanish Origin in the United States: March 1972 and 1971. Population Characteristics. Current Population Reports. ED 075 143
- Sexton, Ronald P., Ed.**
New Organizational Patterns and Delivery Systems. ED 074 600
- Shaffer, Dale E.**
The Audio-Tape Collection: A Library Manual on Sources, Processing, and Organization. ED 075 057
- Shaffer, Dale E.**
A Basic Audio-Tape Collection: Lecture Programs for the Academic Library. ED 075 056
- Shaffer, Dale E.**
The Filmstrip Collection: Complete Instructions on How to Process and Organize. ED 075 054
- Shaffer, Dale E.**
The Library Picture File: A Complete System of How to Process and Organize. ED 075 053
- Shaffer, Dale E.**
The Pamphlet Library: Use of the Sha-Frame System. ED 075 055
- Shanner, William M.**
Procedures for the Preparation of Descriptions on Assessment of Exemplary Programs. Final Report. ED 075 541
- Sharp, Charles Arthur**
Performance of Retardates on Piagetian Tasks as a Function of Ethnicity. ED 075 177//
- Sheldon, M. Stephen**
Parents' Ability to Attend to Children: Predictors of Intelligence. ED 075 067
- Sheridan, Vivian A.**
The Child in the Process: Affecting His Human Potential through LIFE. ED 074 650
- Sherman, Edmund A.**
Service to Children in Their Own Homes: Its Nature and Outcome. ED 075 070
- Sherman, Thomas M.**
An Investigation of the Influence of Student Behavior on Teacher Behavior. ED 075 387
- Shigley, R. Hal**
Freedom as a Result of Control? ED 075 477//
- Shoemaker, Byrl**
Vocational-Technical Education and School District Organization. ED 074 573//
- Shoemaker, David M.**
A Note on Allocating Items to Subtests in Multiple Matrix Sampling and Approximating Standard Errors of Estimate with the Jackknife. ED 075 502
- Shore, Marietta Saravia**
Content Analysis Schedule for Bilingual Education Programs: The Bilingual School, P.S. 25. ED 074 862
- Shore, Marietta Saravia**
Content Analysis Schedule for Bilingual Education Programs: Bilingual Education Project for Navajo. ED 074 871
- Shore, Marietta Saravia**
Content Analysis Schedule for Bilingual Education Programs: Compton Elementary Bilingual Education Plan. ED 074 874
- Shore, Marietta Saravia**
Content Analysis Schedule for Bilingual Education Programs: Colorado City Center to Aid Bilingual Education. ED 074 879
- Shore, Marietta Saravia**
Content Analysis Schedule for Bilingual Education Programs: Del Valle Bilingual Education Program. ED 074 880

294 Author Index

- Content Analysis Schedule for Bilingual Education Programs: Bilingual Education in a Consortium. ED 074 881
- Shotick, Andrew L.**
Evaluating Achievement of the Mentally Retarded: A Comprehensive Process. ED 075 456//
- Shubik, Martin**
Methodological Advances in Political Gaming: The One-Person Computer Interactive, Quasi-Rigid Rule Game. ED 074 693//
- Shuell, Thomas J.**
Individual Differences in Learning and Retention. Final Report. ED 074 485
- Shultz, John L.**
The Self Concept of Mental Retardates: Some Problems of Assessment. ED 075 451//
- Shumway, Richard J.**
Positive Versus Positive and Negative Instances and the Acquisition of the Conjunctive Concepts of Distributivity and Homomorphism. ED 075 194
- Silver, Robert J.**
Effects of Two Experiential Approaches on Attitudes Toward Growth Groups. ED 074 428
- Simmons, Dale D.**
Humanistic Worldmindedness and Peace Proposal Preferences in Pacifist, ROTC, and Random Student Samples. ED 075 282
- Simmons, M. Patricia**
Piagetian Theory on Imitative Behavior in Childhood: Direction for Parent-Infant Education. ED 075 091
- Singer, Robert N., Ed.**
Completed Research in Health, Physical Education, and Recreation Including International Sources, Vol. 14, 1972 Edition. ED 075 402
Completed Research in Health, Physical Education, and Recreation Including International Sources, Vol. 13, 1971 Edition. ED 075 403
- Sipay, Edward R., Ed.**
Readings on Reading Instruction. Second Edition. ED 074 439//
- Skailand, Dawn**
Teacher Education through Minicourse 18: Teaching Reading as Decoding. ED 074 719
- Skander, O.**
Strategies for Directing Existing Educational Systems Towards Life-Long Education: What Algerian Experience Has to Contribute. ED 074 329
- Sloane, Martin E., Ed.**
Title IV and School Desegregation: A Study of a Neglected Federal Program. ED 075 520
- Slonek, Rae D.**
Some Comments on the Verbs of Motion in Russian. ED 074 861
- Slotnick, Henry Barry**
An Examination of the Computer Grading of Essays. ED 074 504//
- Slough, Dewey A.**
Fixed Sequence and Multiple Branching Strategies in Computer Assisted Instruction. Research Report. ED 074 707//
- Smart, Barbara C.**
Emphasis: Prevention. ED 075 103
- Smith, Albert B.**
General Systems Theory Provides a Conceptual Scheme for the Classification of Variables in Future Research Designs. ED 075 021
- Smith, B. Othanel**
The Development of Protocol Materials. Acquiring Teacher Competencies: Reports and Studies. ED 075 350
- Smith, Dan Faye**
A Study of the Relationship of Teacher Sex to Fifth Grade Boys' Sex Role Preference, General Self Concept, and Scholastic Achievement in Science and Mathematics. ED 075 185//
- Smith, Georgina M.**
Job Training: The WIN Program for Welfare Mothers. ED 074 319
- Smith, Gerald Eugene**
Relationships Between Cognitive Style and Instructional Treatment Among Prospective Elementary School Teachers. ED 075 196
- Smith, Helen K., Ed.**
Perception and Reading. Proceedings of the Annual Convention of the International Reading Association (12th, Seattle, May 1967). Volume 12, Part 4. ED 074 442
- Smith, Jerome**
Perceptual Capacities of Retarded and Normal Children. Final Report. ED 074 692
- Smith, Mary Lee**
Evaluation Report of the 1970-72 Protocol Materials Unit. ED 075 374
- Smith, Philip D., Jr.**
Cursos in Educacion Vocacional (Courses in Vocational Education): A Spanish Language Introduction to the Various Areas of Vocational and Technical Education Commonly Available in the Vocational Secondary Schools of Pennsylvania. ED 074 826
A Project to Develop Pre-Vocational Literacy Materials for Spanish-Speaking Students. Final Report. ED 074 824
- Smith, Richard A.**
A Determination of the Benefits Derived by the Air Force from Providing Air Force Officers in the Logistics Field with Graduate Degrees in the Business Area from Civilian Graduate Institutions. ED 074 972//
- Smith, Richard R.**
The Academic Achievement and Social Mobility of Community College Transfer and Native Students in a Professional Education Program. ED 075 016
- Smith, Robert M.**
Methods for Introducing Analysis of Conflict Theory. ED 074 542
- Smith, Timothy**
Personality Characteristics and Performance on Computer Assisted Instruction and Programmed Text. ED 074 750
- Smith, W. O.**
A Project to Demonstrate Making Vocational Education More Accessible to Persons in Rural Minnesota Through Cooperative Vocational Centers. Final Report. ED 075 633
- Sobelman, Marilyn**
The Relationship of Secondary School Teachers' Subject Specialization, Teaching Level, and Reaction to Selected Teaching Situations. ED 075 170//
- Sockloff, Alan L.**
Differential Relationship with Grade Criteria for Predictors at Varying Levels of Freshman Grade Complexity. ED 075 511
- Solomon, Barton**
A Quantitative and Qualitative Analysis. 1972 August Developmental Project. ED 075 024
- Somers, Gerald G.**
Innovations in Apprenticeship: The Feasibility of Establishing Demonstration Centers for Apprenticeship and Other Industrial Training. Final Report. ED 075 596//
- Soobitsky, Joel R.**
Obtaining Local Resources for County Extension Programs. ED 074 379
Perceived Training Needs of Urban 4-H Agents Working with Disadvantaged Audiences. ED 074 385
- Sowder, Larry K.**
Advance Organizers and Objectives in Teaching Mathematics. ED 075 193
- Spangenberg, Ronald W.**
Theoretical Framework: Some Basic Issues Related to Methods and Media Selection. ED 074 741
- Sparke, William**
It's Only a Movie. ED 074 703//
- Speagle, Richard E.**
Educational Reform and Instructional Television in El Salvador: Costs, Benefits, and Payoffs. ED 074 714
- Spear, Mel**
The Guide for In-Service Training for Developing Services for Older Persons. A Report of the APWA - California Project. ED 074 374
- Spencer, Mima, Comp.**
Socialization of Young Children: An Abstract Bibliography. ED 075 104
- Sperry, Len**
A Reconceptualization of the Research Paradigm in Counseling Research. ED 074 409
- Spidal, David A.**
The Child in the Process: Affecting His Human Potential through LIFE. ED 074 650
A Comparison of the Project LIFE Vocabulary with a Functional Basic Word List for Special Pupils. ED 074 653
A Cooperative Parent-Teacher Model Using the Project LIFE Instructional System. ED 074 651
- Spiess, John**
The Emerging Regional Educational Service Agency: The Newest Member of the Restructured State School System. ED 074 578//
- Spigai, Frances G.**
The Invisible Medium: The State of the Art of Microform and a Guide to the Literature. ED 075 029
- Staa, Robert J.**
Student Choice: A Theoretical Analysis of Higher Education With Some Empirical Evidence Considered. ED 074 973//
- Stake, Robert E.**
Responsive Evaluation. ED 075 487
School Accountability Laws. ED 075 488
- Standifer, James A.**
Source Book of African and Afro-American Materials for Music Educators. ED 075 316//

- Standley, James O.**
Mental Retardation in Rural Texas: An Examination of Selected Counties. ED 075 157
- Stasz, Cathleen**
The Influence of Sex of Student and Sex of Teacher on Students' Achievement and Evaluation of the Teacher. ED 074 410
- Stein, Nancy L.**
Recall and Recognition of Pictures by Children as a Function of Organization and of Distractor Similarity. ED 075 075
- Steinman, Warren M.**
The Effect of Instructions, Discrimination Difficulty, and Methods of Assessment on Generalized Imitation. ED 075 076
- Stephens, Richard**
Suggestions Toward a Small Video Facility. ED 074 723
- Stephens, Robert E.**
The Emerging Regional Educational Service Agency: The Newest Member of the Restructured State School System. ED 074 578//
- Sternberg, Martin L. A.**
Curriculum Guide for Interpreter Training. ED 074 656
- Sternthal, Brian**
Persuasion and the Mass Communication Process. ED 074 563//
- Stever, H. Guyford**
National Science Foundation Annual Report 1972. ED 075 262
- Stockwell, John C.**
Body Buffer Zone and Proxemics in Blocking. ED 074 541
- Storey, James R.**
Studies in Public Welfare. Paper No. 1; Public Income Transfer Programs: The Incidence of Multiple Benefits and the Issues Raised by Their Receipt. ED 075 562
- Stout, Irving W.**
A Ten-Year Plan for Indian Education: With Particular Reference to Navajo Community Schools. ED 075 137
- Stratton, John R.**
The Role of Correctional Industries—A Summary Report. ED 075 666
- Styler, W. E.**
A Bibliographical Guide to Adult Education in Rural Areas, 1918-1972. ED 074 340
- Sucheski, Arthur M.**
Performance and Attitude Guidance Selection Model for Vocational Training. Final Report. ED 075 615
- Suchodolski, Bogdan**
Life-Long Education: Problems, Tasks, Conditions. ED 074 327
- Suinn, Richard M.**
The Effectiveness of Paraprofessional Students As Behavior Consultants to Teachers. Final Report. ED 075 421
- Sullivan, Neil V.**
Forces Affecting Educational Decisions. ED 074 636
- Sulzen, Robert H.**
The Effects of Empirical Program Revision and the Presentation of Objectives on Student Performance. ED 074 712
- Suppes, Patrick**
Mathematical Models of Elementary Mathematics Learning and Performance. Final Report. ED 075 264
- Tabachnick, B. Robert**
Measuring Social Studies Concept Attainment: Boys and Girls. Report from the Project on A Structure of Concept Attainment Abilities. ED 075 273
- Takanishi-Knowles, Ruby**
Collaboration Between Educational Researchers and School Personnel: Some Reflections and Proposals for Reducing the Research-to-Practice Gap. ED 075 410
- Tapanes, Tomas**
Adult Education as Part of Life-Long Education. ED 074 330
- Taylor, Bob L., Ed.**
New Dimensions in Teacher Education. The Role of Differentiated Staffing in Teacher Education. ED 075 385
- Taylor, C. V.**
Modes of Transcription in Natural Languages. ED 074 860
- Taylor, Curtis L.**
Response Factors and Selective Attention in Learning From Instructional Materials: an Annotated Bibliography. ED 075 043//
- Taylor, John L.**
Simulation in the Classroom. ED 074 725//
- Taylor, Myrtice M.**
Fred A. Toomer Elementary School. Research and Development Report, Volume 6, Number 6. ED 075 519
- Terrassa, Juan A.**
The Social-Action Role of the University: San Juan, Puerto Rico. A Study of the Torrecilla Baja (Pinones) Community. Final Report. ED 074 992
- Terry, Jared Y.**
The Aims and Needs of College Vocational Education Dropouts. A Research Report. ED 075 579
- Teske, Raymond, Jr.**
An Analysis of Status Mobility Patterns among Middle-Class Mexican Americans in Texas. Anglo Interaction Index. Report Six. ED 075 153
- Teske, Raymond, Jr.**
Two Scales for the Measurement of Mexican-American Identity. ED 075 152
- Thayer, Lee**
Toward a Reconceptualization of Knowledge Utilization in Education. Volume 1. Final Report. ED 075 330
- Thayer, Lee**
Toward a Reconceptualization of Knowledge Utilization in Education. Volume 3. Final Reports of Pilot Studies. Final Report. ED 075 332
- Thayer, Lee**
Toward a Reconceptualization of Knowledge Utilization in Education. Volume 4. Research Memoranda. Final Report. ED 075 333
- Thayer, Lee**
Toward a Reconceptualization of Knowledge Utilization in Education. Volume 5. Research Memoranda. Final Report. ED 075 334
- Thayer, Lee**
Toward a Reconceptualization of Knowledge Utilization in Education. Volume 6. Research Memoranda. Final Report. ED 075 335
- Thayer, Lee**
Toward a Reconceptualization of Knowledge Utilization in Education. Volume 7. Research Memoranda. Final Report. ED 075 336
- Thayer, Lee**
Toward a Reconceptualization of Knowledge Utilization in Education. Volume 8. Research Memoranda. Final Report. ED 075 337
- Thomas, Donald K.**
Selected Comparisons of Teacher and Curriculum Characteristics Related to Educational Innovation for the Great Plains. ED 074 571//
- Thomas, George**
The Maldistribution Thesis of Poverty: How Much of Rural Southern Poverty Can It Explain? ED 075 150
- Thomas, Hollie B.**
A Case for Using Factor Scores Rather than Summative Scores in Educational Research. ED 075 506
- Thomas, Paul**
A Project to Demonstrate Making Vocational Education More Accessible to Persons in Rural Minnesota Through Cooperative Vocational Centers. Final Report. ED 075 633
- Thompson, Charles P.**
A Study of Retention of Verbal Material. Final Report. ED 074 484
- Thompson, David W.**
Henry James on the Art of Acting. ED 074 534
- Thompson, Marjorie**
Paying for Our Schools: Is There a Better Way? Group I. ED 074 640
- Thorne, Carlton Eugene**
The Air Force Advanced Education System. ED 074 977//
- Thorne, Edward J., Ed.**
[Iowa Studies in Rhetoric.] ED 074 530
- Thornton, Robert J.**
Collective Negotiations and Teachers' Salaries: A Survey of the Evidence. ED 075 360
- Thorpe, Jo Anne, Ed.**
Selected Volleyball Articles. Sports Articles Reprint Series. ED 075 355
- Thrash, Susan K.**
Student Characteristics Associated with Success in a Mastery Learning Strategy. ED 074 388
- Tinto, Vincent**
The Effect of College Proximity on Rates of College Attendance. ED 074 888
- Tolley, Cyril W.**
Children's Reading Interests: A Wellington Survey. ED 074 452//
- Tollinger, Suzanne**
A Handbook on the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students: Their Nature, Uses and Limitations. ED 074 855
- Toothaker, Larry E.**
An Empirical Investigation of the Permutation T-Test as Compared to Student's T-Test and the Mann-Whitney U-Test. Report from the Quality Verification Program. ED 075 491
- Torrance, E. Paul**
Identification of Gifted and Creative Children and Youth Among Black Disadvantaged Groups. A Symposium/Workshop Presented by Members of the Bi-Racial Identification Committee. ED 075 462//
- Torshen, Kay Pomerance**
The Relationship of Evaluations of Students' Cognitive Performance to their Self Concept Assessments and Mental Health Status. ED 074 424
- Townsend, Richard G.**
Conflict and the Collaborative Process: Antecedents and Consequences of Two Inter-Agency Programs.

- Trapp, Mary**
Toward a Reconceptualization of Knowledge Utilization in Education. Volume 2. Special Investigation 1. Knowledge Utilization in a Democratic Society: Education Through Commercial Television. Final Report.
ED 074 622
- Tregear, Peter, Ed.**
Community Schools in Developing Countries. International Studies in Education 23.
ED 074 381//
- Trivett, David A.**
Small College Management: Key to Survival. Research Currents.
ED 074 980
- Troutman, Benjamin I., Jr.**
Using Non-Participant Observation in Curriculum Assessment: A Case Example.
ED 075 295
- Tuckman, Bruce W.**
Conducting Educational Research.
ED 074 720//
- Turner, Barbara F.**
Socialization and Career Orientation Among Black and White College Women.
ED 074 412
- Turner, E. Daymond, Jr.**
The Language Laboratory: Hardware for Hard Times.
ED 074 816
- Turner, George E.**
Architectural/Building Programming: An Annotated Bibliography.
ED 074 629
- Turner, Harold E.**
The Relationship of Curriculum to School District Organization.
ED 074 570//
- Turnure, James E.**
Attention and Reading Achievement in First Grade Boys and Girls. Research Report No. 43.
ED 074 447
- Tweng, M. S.**
Correlates of the Perception of Occupational Prestige.
ED 074 411
- Tyo, Alexina M.**
A Comparison of the Verbal Behaviors of Teachers in Interaction with Migrant and Non-Migrant Students.
ED 075 160
- Udjus, Ingelise**
Some Trends and Reforms in the Educational Policy of Norway in the Light of the Concept of Life-Long Education.
ED 074 368
- Underwood, Gary N.**
The Research Methods of the Arkansas Language Survey.
ED 074 823
- Valentine, Ivan E.**
Administration of Occupational Education: A Suggested Guide.
ED 075 614
- Vance, John J.**
The School Psychologist; His Role in Effecting Educational Outcomes.
ED 075 480//
- Vandell, Jean, Ed.**
Humanizing English: Do Not Fold, Spindle or Multilate. Classroom Practices in Teaching English 1970-1971.
ED 074 521
- Vasarhelyi, Paul**
DARE: Unesco Computerized Data Retrieval System for Documentation in the Social and Human Sciences (Including an Analysis of the Present System).
ED 074 744//
- Venegas, Moises**
Educational and Occupational Aspirations and Expectations of El Paso High School Students.
ED 075 156
- Verner, Coolie**
Continuing Education in the Health Professions. A Review of the Literature: 1960-1970.
ED 074 367
- Vigoureux, Paul, Ed.**
The International System of Units (SI).
ED 075 227
- Viox, Ruth G.**
Evaluating Reading and Study Skills in the Secondary Classroom. A Guide for Content Teachers Reading Aids Series.
ED 074 482
- Vollmer, Howard M.**
Work Activities and Attitudes of Scientists and Research Managers: Data from a National Survey. R and D Studies Series.
ED 075 583//
- Vukelich, Carol**
The Language of the Disadvantaged Child: A Deficient Language?
ED 075 097
- Wagner, Andrew R.**
What You Always Felt You Should Know about PERT, but were Afraid to Find Out. Expanding Evaluation Concepts: Applications and Reflections.
ED 075 514
- Walford, Rex**
Simulation in the Classroom.
ED 074 725//
- Ward, Donald E.**
The Discrimination Model: A Practical Paradigm for the Demonstration of Accountability.
ED 074 389
- Wardle, C. C., Ed.**
Bureau for International Language Coordination (BILC) Bulletin No. 3.
ED 074 808
- Ware, Ralph H.**
The Development of a Criterion-Related Reading Comprehension Test for Exposition and Argument.
ED 074 462//
- Washburne, Chandler**
Dissonance Reduction Through Shifting Occupational Involvement.
ED 074 413
- Waters, J., Ed.**
Bureau for International Language Coordination (BILC) Bulletin No. 1.
ED 074 807
- Waters, J., Ed.**
Bureau for International Language Coordination (BILC) Bulletin No. 2.
ED 074 811
- Watt, Lois B., Comp.**
Children's Books 1972: A List of Books for Preschool Through Junior High School Age.
ED 075 064
- Wayne, Jack I.**
The Beginning Teacher Can Foster Critical Thinking.
ED 075 390
- Weaver, J. F.**
Some Factors Associated with Pupils' Performance on Examples Involving Selected Variations of the Distributive Idea.
ED 075 199
- Weber, Robert A.**
An Evaluation of the Crow 4-H Program. A Summary Introduction.
ED 075 148
- Webster, Joan M.**
Performance Contracts -- Success or Failure. Contract Learning Projects, Grand Rapids Public Schools, 1970-72.
ED 074 617
- Wedell, E. G.**
The Education of Adults in the Spectrum of Public Educational Policy: Principles and Practice of the Department of Adult Education in the University of Manchester, United Kingdom.
ED 074 338
- Weidman, John C.**
Undergraduates' Expectations and Perceptions of a College Environment.
ED 074 937
- Weil, Marsha**
Concepts of Teacher Centers.
ED 075 375
- Weiner, Max**
Three Modes of Teaching Remedial English: A Comparative Analysis; A Pilot Study.
ED 074 514
- Weiss, Raymond A., Ed.**
Completed Research in Health, Physical Education, and Recreation Including International Sources, Vol. 14, 1972 Edition.
ED 075 402
- Weiss, Raymond A., Ed.**
Completed Research in Health, Physical Education, and Recreation Including International Sources, Vol. 13, 1971 Edition.
ED 075 403
- Welde, William L.**
Variables Influencing The Perception of Flicker in Wide Angle CRT Displays.
ED 074 755
- Wentling, Tim L.**
The Development and Implementation of a Statewide Evaluation System.
ED 075 508
- Wentling, Tim L.**
Meta-Evaluation Applied: The Evaluation of a Large Scale Evaluation System.
ED 075 509
- Wermers, Donald J.**
Achievement by Junior College Transfer, Four-Year College Transfer, and Native Juniors as Measured by the CLEP General Examinations.
ED 075 017
- Weshner, Margaret C.**
Segregation--Alias: "Special Education."
ED 075 471//
- West, Jude P.**
The Role of Correctional Industries--A Summary Report.
ED 075 666
- Westwood, Marvin J.**
An Examination of Social Worker-Client Relationship Effectiveness.
ED 074 414
- Wheeler, Otis V., Jr.**
The Relative Effectiveness of Two Different Mathematics and Science Programs Used With Disadvantaged and Non-Disadvantaged First Grade Children.
ED 075 175//
- Whelan, Charles M.**
The Church, the College, and the State--Changing Patterns of Relationship.
ED 074 921
- Whisler, Lois**
Reflections of the Community: The Community Aide and Consumer and Homemaking Education.
ED 075 607
- White, Barbara Ehrlich**
Women's Caucus of the College Art Association Survey of the Status of Women in 164 Art Departments in Accredited Institutions of Higher Education.
ED 074 901
- White, Bayla F.**
The Atlanta/Urban Institute School Classification Project.
ED 075 545
- White, Jay Vincent**
Taxing Those They Found Here. An Examination of the Tax Exempt Status of the American Indian.
ED 075 108//
- White, Leon S.**
Women's Caucus of the College Art Association Survey of the Status of Women in 164 Art Departments in Accredited Institutions of Higher Education.
ED 074 901

- White, William F.**
Information Feedback Systems (IFS) and Educational Goals.
ED 075 463//
- Whitehurst, Grover J.**
Laboratory Studies of Imitation and Language Acquisition: Is there an Interface with the Normal Environment?
ED 075 081
- Whitely, Susan E.**
The Nature of Objectivity with the Rasch Model.
ED 075 484
- Whiteman, Henrietta V.**
Developing a Native American Studies Program.
ED 075 133
- Whitney, Douglas R.**
The Effect of Selected Poor Item-Writing Practices on Test Difficulty, Reliability and Validity: A Replication.
ED 075 498
- Whitt, Robert L.**
Structuring Education for Business Management.
ED 074 577//
- Wigginton, Eliot, Ed.**
Foxfire 2: Ghost Stories, Spring Wild Plant Foods, Spinning and Weaving, Midwifery, Burial Customs, Corn Shuckin's, Wagon Making and More Affairs of Plain Living.
ED 075 147//
- Wilder, Larry**
Pronouncing as a Method of Choice in Verbal Discrimination Learning. Technical Report.
ED 074 464
Pronunciation and Apparent Frequency in a Between-Subjects Design. Technical Report.
ED 074 513
- Wilensky, Gail**
Reforming the Title I Distribution Formula.
ED 074 603
- Williams, C. Ray**
A Strategy for Curriculum Development in Teacher Education.
ED 075 397
- Williams, Charles**
Anticipating Educational Issues Over the Next Two Decades: An Overview Report of Trends Analysis. Research Memorandum No. 18.
ED 074 627
- Williams, David L.**
Education for the Rural Disadvantaged: Summary of Findings and Conclusions of an Experimental Study. Research Report.
ED 075 119
- Williams, Harry B.**
Perspectives of School Desegregation in the Southeast.
ED 075 461//
- Williams, Howard Y.**
College Faculty View Themselves and Their Jobs.
ED 074 960
- Williamson, James Earl**
Context Clues Used by Sixth Grade Readers of Expository and Narrative Discourse.
ED 074 461//
- Willmington, S. Clay**
Speech Communication in the Secondary School.
ED 074 546//
- Wilson, Garff B.**
Three Hundred Years of American Drama and Theatre: From "Ye Bear and Ye Cubb" to "Hair".
ED 074 499//
- Wilson, Kenneth M.**
Notes on a National Survey of College-Bound Seniors in 1972.
ED 074 910
Some Characteristics of High School Seniors who Sent CEEB-Test Scores to Selected Groups of Colleges During 1971-72.
ED 074 909
- Wilson, Roger**
Teacher Corps, A Model for Training Teachers. Position Paper.
ED 075 134
- Winsand, Jean Evans**
A Process of Developing an Instructional Model and Staff for an Introductory Course for Reading Teachers.
ED 074 459//
- Wise, Pauline K.**
A Cooperative Program in Teacher Education.
ED 075 361
- Wise, Ronald Clarence**
Outdoor Versus Indoor Learning in Elementary School Science.
ED 075 167//
- Wofford, Joan**
Philadelphia's Parkway Program: An Evaluation.
ED 075 534
- Wojciechowski, William A.**
CCAF: A Lesson in Space Age Curriculum Development.
ED 075 011
CCAF: Introspect to Innovation.
ED 075 010
- Wolf, W. C., Jr.**
The Development of Three Applied Research Training Programs.
ED 074 984
- Wolff, Herbert**
Small-Studio Video Tape Production.
ED 074 704//
- Wolter, Don**
Sind Sie fit (Are You in Shape?): Calisthenics in German.
ED 074 848
- Wood, Herbert H.**
Consortia: A Challenge to Institutional Autonomy.
ED 074 932
- Woodhall, Maureen**
Financing Students in Higher Education: Educational, Social and Economic Implications of Alternative Methods of Finance.
ED 074 884
- Woods, Myra S.**
- Medical Education for Tennessee. A Report of the Tennessee Higher Education Commission.
ED 074 955
- Wright, E. N.**
The "Graduate" Study.
ED 074 794
Learning English as a Second Language: A Summary of Research Department Studies.
ED 074 793
- Wright, John C.**
Attention & Cognitive Style, FY 1972.
ED 075 087
- Yaros, Edward J.**
Evaluation Report: The City University of New York College Adapter Program.
ED 074 970//
- Yeh, Chii-jeng**
Changing Neighborhood and Clique Structure in Two Missouri Communities, 1955-66.
ED 074 353
- Yin, Robert K.**
Cable Television: Citizen Participation in Planning.
ED 074 781//
- Yokom, Gerald G.**
Educational Radio: The Fifty-Year-Old Adolescent. ERIC/EBR Annual Review Paper.
ED 074 728
- Young, D. Parker, Ed.**
Higher Education: The Law and Campus Issues.
ED 074 929
- Young, Larry G.**
An Inquiry into the Patterns Among the States for Funding Public Library Services.
ED 075 031
- Yvon, Bernard R., Comp.**
Rural Improvement Project (RIP). [Summary and Final Evaluation Report.]
ED 075 159
- Zabka, Robert**
Specialists or Generalists as University Supervisors of Student Teachers--An Answer.
ED 075 346
- Zajic, Vlad**
Content Analysis Schedule for Bilingual Education Programs: Colorado City Center to Aid Bilingual Education.
ED 074 879
- Ziemer, Gordon**
Cost Finding Principles and Procedures. Preliminary Field Review Edition. Technical Report 26.
ED 074 883
- Zigler, Edward**
Is Our Evolving Social Policy for Children Based on Fact or Fiction?
ED 075 080
- Zimmerman, Barry J.**
Vicarious Influences on Children's Creative Behavior.
ED 075 089
- Zimmerman, Joel**
A Recognition Test of Vocabulary Using Signal-Detection Measures and Some Correlates of Word and Nonword Recognition.
ED 074 520
- Zwicker, Lucille**
English Department Midi Course Curriculum for Juniors and Seniors at Norton High School.
ED 074 490

The first part of the paper is devoted to a discussion of the general principles of the theory of the structure of the atom. It is shown that the structure of the atom is determined by the laws of quantum mechanics, and that the laws of quantum mechanics are determined by the laws of the theory of the structure of the atom. This is a circular argument, but it is the only way to proceed. The second part of the paper is devoted to a discussion of the general principles of the theory of the structure of the atom. It is shown that the structure of the atom is determined by the laws of quantum mechanics, and that the laws of quantum mechanics are determined by the laws of the theory of the structure of the atom. This is a circular argument, but it is the only way to proceed.

The third part of the paper is devoted to a discussion of the general principles of the theory of the structure of the atom. It is shown that the structure of the atom is determined by the laws of quantum mechanics, and that the laws of quantum mechanics are determined by the laws of the theory of the structure of the atom. This is a circular argument, but it is the only way to proceed. The fourth part of the paper is devoted to a discussion of the general principles of the theory of the structure of the atom. It is shown that the structure of the atom is determined by the laws of quantum mechanics, and that the laws of quantum mechanics are determined by the laws of the theory of the structure of the atom. This is a circular argument, but it is the only way to proceed.

The fifth part of the paper is devoted to a discussion of the general principles of the theory of the structure of the atom. It is shown that the structure of the atom is determined by the laws of quantum mechanics, and that the laws of quantum mechanics are determined by the laws of the theory of the structure of the atom. This is a circular argument, but it is the only way to proceed. The sixth part of the paper is devoted to a discussion of the general principles of the theory of the structure of the atom. It is shown that the structure of the atom is determined by the laws of quantum mechanics, and that the laws of quantum mechanics are determined by the laws of the theory of the structure of the atom. This is a circular argument, but it is the only way to proceed.

Institution Index

299

This index lists the titles of documents under the institution responsible for them. The index is arranged in alphabetical sequence by the name of the university, agency, association, etc. As shown in the example below, the accession number is displayed below and to the right of the title number. Additional information about the document can be found under that number in the résumé section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Sacramento State College, Calif.

Iconic Signs and Symbols in Audiovisual Communication, An Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number ————— ED 013 371

A Better Chance, Inc., Boston, Mass.

A Better Chance: Evaluation of Student Attitudes and Academic Performance, 1964-1972.

ED 075 556

Abt Associates, Inc. Cambridge, Mass.

Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume I: Introduction and Methodology.

ED 074 591

Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume IIA: Case Studies.

ED 074 592

Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume III: Results and Policy Recommendations.

ED 074 593

Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume IV: Career Opportunities Program Impact Evaluation (COP).

ED 074 594

Innovation and Change: A Study of Strategies in Selected Projects Supported by the National Center for the Improvement of Educational Systems. Final Report. Volume V: Appendix. Career Opportunities Program Impact Evaluation (COP).

ED 074 595

Academy for Educational Development, Inc., New York, N.Y.

"Agenda for Action": A Report of the Guidance Advisory Council to the Board of Education of the City of New York.

ED 074 415

Academy for Educational Development, Inc., Washington, D.C.

Educational Reform and Instructional Television in El Salvador: Costs, Benefits, and Payoffs.

ED 074 714

Academy for Educational Development, Inc., Washington, D. C. Management Div.

Financing Current Operations of American Higher Education.

ED 074 917

Academy for Educational Development, Washington, D. C. Information Center on Instructional Technology.

Instructional Television in the Educational Reform of El Salvador. Information Bulletin Number Three.

ED 074 763

Adams High School, Portland, Oreg.

John Adams High School First Year Report, 1969-1970.

ED 075 265

Ad Hoc Committee on the Status of Women, Boston State Coll., Mass.

Report on the Status of Women Faculty at Boston State College.

ED 074 995

Administration on Aging (DHEW), Washington, D.C.

The Guide for In-Service Training for Developing Services for Older Persons. A Report of the APWA - California Project.

ED 074 374

Adult Education Association of U.S.A., Washington, D.C.

The Education of the Mentally Retarded Adult: A Selective Review of Recent Literature.

ED 074 345

Agency for International Development (Dept. of State), Washington, D.C. Office of Education and Human Resources.

A Survey of A.I.D. Educational Cooperation with Developing Countries.

ED 074 799

Aims Community Coll., Greeley, Colo.

"Operation Bridge" - An Innovative Comprehensive Vocational Education Program for Disadvantaged Youth. Second Interim Report.

ED 075 578

Air Force Electronic Systems Div. L.G.

Hanscom Field, Mass.

Evaluation of a Text Compression Algorithm Against Computer-Aided Instruction (CAI) Material.

ED 074 769

Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Reported Job Interest and Perceived Utilization of Talents and Training by Airmen in 97 Career Ladders.

ED 075 634

Air Force Human Resources Lab., Williams AFB, Ariz.

Response Factors and Selective Attention in Learning From Instructional Materials: an Annotated Bibliography.

ED 075 043//

Air Force Human Resources Lab., Wright-Patterson AFB, Ohio. Advanced Systems Div.

Variables Influencing The Perception of Flicker In Wide Angle CRT Displays.

ED 074 755

Air Force Inst. of Tech., Wright-Patterson AFB, Ohio. School of Engineering.

The Air Force Advanced Education System.

ED 074 977//

An Historical Analysis of the United States Naval Academy Graduates in the United States Air Force.

ED 074 372//

The Rearranged Workweek of Four Days, Forty Hours with a Treatment of Military Applications.

ED 074 370//

Air Force Inst. of Tech., Wright-Patterson AFB, Ohio. School of Systems and Logistics.

A Determination of the Benefits Derived by the Air Force from Providing Air Force Officers in the Logistics Field with Graduate Degrees in the Business Area from Civilian Graduate Institutions.

ED 074 972//

Alabama State Dept. of Education, Montgomery.

Career Education (Alabama).

ED 075 662

Alameda County School Dept., Hayward, Calif.

An Evaluation of a Staff- and Community-Implemented Model Integrating Career Development Concepts in a Total Educational Program, K-12. Final Report.

ED 075 601

Alaska State Dept. of Education, Juneau.

The Northern Eskimos of Alaska. A Source Book.

ED 075 144

Alaska State Dept. of Education, Juneau. Office of Public Information and Publications.

Elementary Mathematics: A Handbook for Teachers.

ED 075 234

300 Institution Index

- American Association for Health, Physical Education, and Recreation, Washington, D.C.**
Abstracts of Research Papers 1970. ED 075 405
Abstracts of Research Papers 1971. ED 075 404
Annotated Bibliography on Perceptual-Motor Development. ED 075 399
Annual Safety Education Review 1970. ED 075 406
Annual Safety Education Review 1971. ED 075 407
Annual Safety Education Review 1972. ED 075 408
Answers to Health Questions in Physical Education. ED 075 434
Completed Research in Health, Physical Education, and Recreation Including International Sources, Vol. 14, 1972 Edition. ED 075 402
Completed Research in Health, Physical Education, and Recreation Including International Sources, Vol. 13, 1971 Edition. ED 075 403
Drugs and the Coach. ED 075 400
Foundations & Practices in Perceptual Motor Learning-A Quest for Understanding. ED 075 398
Nutrition for Athletes. A Handbook for Coaches. ED 075 401
- American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.**
Selected Volleyball Articles. Sports Articles Reprint Series. ED 075 355
- American Association for Higher Education, Washington, D.C.**
Small College Management: Key to Survival. Research Currents. ED 074 980
Who's Reading What in Higher Education. Research Currents. ED 074 998
Women's Studies: Courses and Programs for Higher Education. ED 074 997
- American Civil Liberties Union, New York, N.Y.**
The Rights of Teachers. The Basic ACLU Guide to a Teacher's Constitutional Rights. An American Civil Liberties Union Handbook. ED 075 340//
- American Council on Education, Washington, D.C.**
The National Educational Establishment: Its Impact on Federal Programs and Institutional Policies. ED 074 931
- American Friends Service Committee, Philadelphia, Pa. Peace Literature Service.**
Teaching About Peace Issues. A Peace Education Kit. ED 075 286//
- American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.**
Procedures for the Preparation of Descriptions on Assessment of Exemplary Programs. Final Report. ED 075 541
- American Institutes for Research in the Behavioral Sciences, Silver Spring, Md.**
New Techniques for Measuring and Improving Reading Comprehension. Technical Report No. 1. ED 074 472
- American Medical Association, Chicago, Ill.**
Answers to Health Questions in Physical Education. ED 075 434
- American Public Welfare Association, Chicago, Ill.**
The Guide for In-Service Training for Developing Services for Older Persons. A Report of the APWA - California Project. ED 075 374
- American Vocational Association, Washington, D.C.**
Adult Distributive Education. ED 075 649
The Role of Industrial Arts in Career Education. ED 075 650
The Role of Postsecondary Occupational Education. ED 075 651
- Americas Unidas, Los Angeles, Calif.**
Americas Unidas; Pilot Broadcasting Program Los Angeles, California. ED 074 722
- Anchorage Borough School District, Alaska.**
Emphasis: Identification. ED 075 101
Emphasis: Prescription. ED 075 102
Emphasis: Prevention. ED 075 103
Title VI-G, ESEA, Proposal for a Modified Primary Program for Children with Learning Disabilities. (Abstract and Narrative Sections). ED 075 100
- Applied Behavioral Research, Inc., Grand Rapids, Mich.**
Employer Services Activities and Manpower Policy. Interim Report. ED 075 589//
- Applied Mechanics Reviews, San Antonio, Tex.**
TOC: Table of Contents Practices of Primary Journals--Recommendations for Monolingual, Multilingual and International Journals. ED 075 042//
- Arizona State Univ., Tempe. Instructional Resources Lab.**
Aspects of Transfer that Relate to the Development and Design of Instructional Materials. ED 075 045//
Feedback in Group Instruction. ED 075 044//
- Arizona Univ., Tucson. Arizona Center for Educational Research and Development.**
Vicarious Influences on Children's Creative Behavior. ED 075 089
- Arkansas Scientific Associates, Inc., North Little Rock.**
Survey of Child Care Among Women Working in Industry in Arkansas and a Day Care Program for These Women. Final Report. ED 075 587//
- Arkansas Univ., Fayetteville. Coll. of Education.**
A Guide to the Coordination of Supportive Services for Vocational Education Students. ED 075 575
- Army Signal Center and School, Fort Monmouth, N.J.**
An Instructional Model for Computer Assisted Instruction. Technical Report. ED 074 695//
Instructional Programming Guide For Computer Assisted Instruction. Technical Report. ED 074 697//
A Summative Evaluation of Computer Assisted Instruction in U. S. Army Basic Electronics Training. Technical Report. ED 074 699//
- Ashland Coll., Ohio.**
Case Study. Operation: Cooperation Ashland College -- Ashland City Schools. ED 075 415
- Association for Educational Communications and Technology, Washington, D.C.**
Guidelines for Certification of Media Specialists. Extended Version. ED 074 718
- Association for Supervision and Curriculum Development, Washington, D.C.**
Children's Social Learning: Implications of Research and Expert Study. ED 075 071
- Curriculum Materials 1973.** ED 075 356
- Association Internationale de Linguistique Appliquee, Stuttgart (West Germany).**
International Congress of Applied Linguistics: Congress Abstracts (3rd, Copenhagen, August 21-26, 1972). ED 074 796
- Association of Faculty Women, Wisconsin Univ., Madison.**
The Status of Professional Women at the University of Wisconsin: Proposals for Change. ED 075 004
- Association of University Programs in Hospital Administration, Washington, D.C.**
The Curriculum in Quantitative Methods: A Task Force Report. ED 074 978
- Association of Urban Universities.**
Summary of Proceedings of the Annual Meeting of the Association of Urban Universities (57th, Chicago, Illinois, November 7-8, 1971). Forty-Eighth Report. ED 074 891
- Atlanta Public Schools, Ga.**
APL: An Intro. ED 074 765
Evaluation of the Youth Tutoring Youth Program, Summer 1972. Research and Development Report, Volume 6, Number 10. ED 075 560
Fred A. Toomer Elementary School. Research and Development Report, Volume 6, Number 6. ED 075 519
[Pupil Performance in the Atlanta, Georgia, Elementary Schools.] Research and Development Report, Volume 6, Numbers 11-14, December 1972. ED 075 561
- Atlanta Public Schools, Ga. Computer Center.**
APL/IV: Fourth International APL Users' Conference. June 15-16, 1972, Atlanta, Georgia, U.S.A. ED 074 766
- Aurora (East) Public School District, Ill.**
Changes in Self-Esteem as a Result of an Individualized Curriculum. Preliminary Report. ED 074 711
- Automotive Safety Foundation, Washington, D.C.**
Driver Education in the Schools. Automotive Safety Foundation's Monitor. ED 075 660
- Baltimore City Public Schools, Md.**
France in America. ED 074 840
An Imaginary Trip to Spain. ED 074 839
Traveling in France. ED 074 838
- Baltimore County Board of Education, Towson, Md.**
Meeting Another Culture through Language: French. ED 074 820
- Baltimore County Public Schools, Towson, Md.**
A Resource Bulletin for Home Economics. Grade 9. ED 075 443
- Battelle Memorial Inst., Columbus, Ohio.**
Increasing the Effectiveness of Educational Management in Community Colleges. Project USHER. ED 075 007
- Battle Creek Public Schools, Mich.**
A Teachers' Guide for the Outdoor School Program. ED 075 120
- Bedford Public Schools, Mass.**
A Systems Approach to the Development of Pupil Personnel Services. An Operating Manual. Final Report. ED 074 419

- Bellevue Public Schools, Wash.**
The English Language Arts and Basic Skills Program of the Bellevue Public Schools. Elementary Level. ED 074 487
The English Language Arts and Basic Skills Program of the Bellevue Public Schools. Junior High Level. ED 074 488
The English Language Arts and Basic Skills Program of the Bellevue Public Schools. Senior High Level. ED 074 489
- Berkeley Enterprises, Inc., Newtonville, Mass.**
Research In Computer-Assisted Explanation Applied To Navy Training Manuals. Final Report 1 March 71 - 29 February 72. ED 074 729//
Research in Learner-Controlled Computer-Assisted Instruction. Annual Report. (Final) 1 May 70 - 30 April 71. ED 074 706//
- Bloomington Public Schools, Minn.**
A Program for Students with Learning Difficulties. Social Studies; Ten, Eleven, and Twelve. ED 075 442
- Bowling Green State Univ., Ohio.**
The Bowling Green State University Teacher Learning Center Concept. ED 075 413
- Bowling Green State Univ., Ohio. Environmental Studies Center.**
A Collection of Resources for the Environmentally Concerned Educator. ED 075 190
- Bradford Univ. (England).**
Rates of Return on University Education With Economies of Scale. ED 074 895
- Brigham Young Univ., Provo, Utah. Inst. for Computer Uses in Education.**
The Instructional Development Factory. ED 074 749
- Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.**
Guidelines for Identifying, Classifying, and Serving the Disadvantaged and Handicapped Under the Vocational Education Amendments of 1968. ED 075 580
- Bureau of Indian Affairs (Dept. of Interior), Brigham City, Utah. Instructional Service Center.**
Enrichment Material for First and Second Year Language Laboratory Program for "A Course in Spoken English for Navajos." ED 074 804
- Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.**
American Indians and Their Federal Relationship. Plus a Partial Listing of Other United States Indian Groups. ED 075 131
A Course in Spoken English for Navajos: Second Year Program. Language Laboratory No. II. ED 074 802
A Course in Spoken English for Navajos: First Year Program. Language Laboratory No. I. ED 074 803
- Bureau of Indian Affairs (Dept. of Interior), Washington, D.C. Office of Education Programs.**
"Indian Education in the Bureau of Indian Affairs." ED 075 130
Statistics Concerning Indian Education. Fiscal Year 1972. ED 075 129
- Bureau of International Language Coordination, London (England).**
Bureau for International Language Coordination (BILC) Bulletin No. 1. ED 074 807
Bureau for International Language Coordination (BILC) Bulletin No. 3. ED 074 808
- Bureau for International Language Coordination (BILC) Bulletin No. 4.** ED 074 809
Bureau for International Language Coordination (BILC) Bulletin No. 5. ED 074 810
Bureau for International Language Coordination (BILC) Bulletin No. 2. ED 074 811
- Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.**
The Higher Education Act of 1965 (P.L. 89-329) as Amended Title VI, Part-A, Improvement of Undergraduate Instruction. ED 074 936
- Bureau of the Census (DOC), Suitland, Md. Population Div.**
Persons of Spanish Origin in the United States: March 1972 and 1971. Population Characteristics. Current Population Reports. ED 075 143
- California Association of School Administrators, Burlingame.**
Results of Tax, Bond and Loan Elections in California School Districts, 1971-1972. ED 074 589
- California Occupational Analysis Field Center, Los Angeles.**
Alternate Jobs for Aerospace Workers. Examples of Civil Service Employment Opportunities. ED 075 643
Alternate Jobs for Aerospace Workers. Examples of Employment Opportunities in Private Industry. ED 075 645
Suggestions for Developing an Occupational Library. ED 075 618
- California State Dept. of Education, Sacramento.**
CEIS Overview. ED 075 048
- California State Dept. of Education, Sacramento. Bureau of Pupil Personnel Services.**
Career Development: A California Model for Career Guidance Curriculum K-Adult. California Personnel and Guidance Association Monograph Number 5. ED 075 672//
- California State Dept. of Education, Sacramento. Div. of Special Education.**
Social Sciences: Curriculum Guide for Teaching Gifted Students Social Sciences in Grades Seven Through Nine. ED 074 679
- California State Univ. and Colleges, Los Angeles. Office of the Chancellor.**
Library Labor Cost Accounting System. ED 075 063
- California State Univ., Hayward.**
Annual Conference in Rhetorical Criticism: Commended Papers (6th, California State Univ., Hayward, May, 1972). ED 074 558
- California State Univ., Northridge. School of Education.**
Do Preschoolers Learning to Sort Prefer the Help of Vygotsky or Piaget? ED 075 094
- California Teachers Association, Burlingame.**
Results of Tax, Bond and Loan Elections in California School Districts, 1971-1972. ED 074 589
- California Univ., Berkeley. Dept. of Industrial Engineering and Operations Research.**
An Equilibrium Flow Model of a University Campus. ED 074 969//
Instructional Costs of University Outputs. ED 074 968//
- California Univ., Berkeley. Dept. of Psychology.**
Approaches to Use of Observational Methods of a Study of Parent-Child Interaction. ED 075 072
Cognitive Aspects of Learning in Arbitrary and Non-Arbitrary Contexts: Acquisition of Knowledge from Natural-Language Discourse. Final Report. ED 074 527
- California Univ., Berkeley. Inst. of Human Learning.**
Cognitive Aspects of Learning in Arbitrary and Non-Arbitrary Contexts: Acquisition of Knowledge from Natural-Language Discourse. Final Report. ED 074 527
- California Univ., Berkeley. Japanese Linguistics Workshop.**
The Te-ni-wo-ha: An Etymological Study. ED 074 806
- California Univ., Davis.**
Report of the Task Force on the Status of Women at the University of California, Davis. ED 074 979
- California Univ., La Jolla. Center for Human Information Processing.**
Recall and Recognition of Pictures by Children as a Function of Organization and of Distractor Similarity. ED 075 075
- California Univ., Los Angeles.**
National Education Task Force De La Raza. Annual Report, 1971. ED 075 145
- California Univ., Los Angeles. Center for the Study of Evaluation.**
A New Eclectic Model for the Redirection of Evaluation Efforts. ED 075 086
- California Univ., Los Angeles. Div. of Vocational Education.**
Evaluative Report on Phase II of the Secondary Schools Project for an Introduction to the Allied Health Professions. ED 075 665
- California Univ., Los Angeles. Graduate School of Education.**
An Analysis of Vocational Program Costs. ED 075 597
- Canadian Cable Television Association, Ottawa (Ontario).**
Cable Television: From Here to Where? ED 074 786
- Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Psychology.**
Is Dissonance Motivating? Relationships Between Cognitive Behaviors and Tension Measures During Aggression. ED 074 427
- Catholic Univ. of America, Washington, D.C. Dept. of Economics.**
Occupational Education as a Source of Economic Growth. ED 074 369//
- Center for Educational Studies, Grand Rapids, Mich.**
Case Study of the Grand Rapids Public Schools. ED 075 425
- Center for Policy Research, New York, N.Y.**
Workers' Bureaucratic Predispositions and Job Requirements. ED 075 677
- Central Piedmont Community Coll., Charlotte, N.C.**
The LTA in the Library World Today: Proceedings of the Workshop (Charlotte, N.C., March 3-4, 1972). ED 075 062
- Central Washington State Coll., Ellensburg.**
The Development of a Leadership Training Process for Principals. Final Report. ED 074 615

302 Institution Index

Centre for Information and Documentation of the European Communities (CID), Luxembourg.
Occupational Rehabilitation and Placement of the Disabled.
ED 075 600

Chamber of Commerce of the United States, Washington, D.C.
Questions for Resolution in Career Education.
ED 075 627

Charleroi Area Junior-Senior High School, Pa.
Communication Department Courses of Study: Non-Graded Mini Courses, Grades 10, 11, 12.
ED 074 550

Charles County Board of Education, La Plata, Md.
Tomorrow Is Today's Dream.
ED 075 348

Cherry Creek School District 5, Englewood, Colo.
New Dimensions in Teacher Education. The Role of Differentiated Staffing in Teacher Education.
ED 075 385

Chicago Association for Retarded Children, Ill.
Toilet Training the Retarded Child.
ED 074 660

Chicago Board of Education, Ill. Dept. of Curriculum.
Report of a Three-Week Study Tour of the Federal Republic of Germany and Its Educational System.
ED 074 850

Chicago Univ., Ill. Industrial Relations Center.
Teaching Economics in Elementary Schools: Comparing Program vs. Non-Program Students and the Effect of Teacher Acquaintance with Instructional Materials.
ED 075 293

Children's Hospital Medical Center, Boston, Mass.
Screening and Assessment of Young Children.
ED 075 066

Children's Television Workshop, New York, N.Y.
Who Watched "The Electric Company": "The Electric Company" In-School Utilization Study: The 1971-72 School and Teacher Surveys.
ED 074 438//

Child Welfare League of America, Inc., New York, N.Y.
A Model for Intake Decisions in Child Welfare.
ED 075 085

Obstacles to Interstate Adoption.
ED 075 084

Service to Children in Their Own Homes: Its Nature and Outcome.
ED 075 070

City Univ. of New York, Brooklyn, N.Y. Brooklyn Coll.
Performance-Based Undergraduate Program for the Education of Teachers at Brooklyn College.
ED 075 414

City Univ. of New York, Flushing, N.Y. Queens Coll. Library Science Dept.
On Access to Knowledge in the Social Sciences and Humanities, From the Viewpoint of Cybernetics and Information Science.
ED 075 046

City Univ. of New York, N.Y.
Labels and Children's Perception of Faces.
ED 075 078

City Univ. of New York, N.Y. Bernard Baruch Coll.
Three Modes of Teaching Remedial English: A Comparative Analysis; A Pilot Study.
ED 074 514

City Univ. of New York, N.Y. Community Resources Inst.
Math Matters.
ED 075 233//

City Univ. of New York, N.Y. Graduate School and Univ. Center.
Three Modes of Teaching Remedial English: A Comparative Analysis; A Pilot Study.
ED 074 514

City Univ. of New York, N.Y. Hunter Coll.
Hunter College TTT Program: Training the Teachers of Teachers Elementary Education.
ED 075 433

City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
Content Analysis Schedule for Bilingual Education Programs: Ukiah Indian, Mexican-American Bilingual-Bicultural Program.
ED 074 856

Content Analysis Schedule for Bilingual Education Programs: The Bilingual School, P.S. 25.
ED 074 862

Content Analysis Schedule for Bilingual Education Programs: Albuquerque Public School Bicultural-Bilingual Program.
ED 074 863

Content Analysis Schedule for Bilingual Education Programs: Building Bilingual Bridges.
ED 074 864

Content Analysis Schedule for Bilingual Education Programs: Region XIII Bilingual Education.
ED 074 870

Content Analysis Schedule for Bilingual Education Programs: Bilingual Education Project for Navajo.
ED 074 871

Content Analysis Schedule for Bilingual Education Programs: Bilingual Elementary Education Program.
ED 074 872

Content Analysis Schedule for Bilingual Education Programs: Bilingualism in an Open School Education Program.
ED 074 873

Content Analysis Schedule for Bilingual Education Programs: Compton Elementary Bilingual Education Plan.
ED 074 874

Content Analysis Schedule for Bilingual Education Programs: Las Cruces Elementary School Bilingual Project.
ED 074 875

Content Analysis Schedule for Bilingual Education Programs: The Lorain City Bilingual Education Program.
ED 074 876

Content Analysis Schedule for Bilingual Education Programs: Pomona Bilingual Leadership Program.
ED 074 877

Content Analysis Schedule for Bilingual Education Programs: The North Country Bilingual Project.
ED 074 878

Content Analysis Schedule for Bilingual Education Programs: Colorado City Center to Aid Bilingual Education.
ED 074 879

Content Analysis Schedule for Bilingual Education Programs: Del Valle Bilingual Education Program.
ED 074 880

Content Analysis Schedule for Bilingual Education Programs: Bilingual Education in a Consortium.
ED 074 881

Content Analysis Schedule for Bilingual Education Programs: Adaptations of Bilingual Education.
ED 074 882

Tests in Spanish and Other Languages and Nonverbal Tests for Children in Bilingual Programs: An Annotated B.E.A.R.U. Bibliography.
ED 074 852

City Univ. of New York, Staten Island, N.Y. Staten Island Community Coll.
The Core Experience: A Quantitative and Qualitative Analysis.
ED 075 025

A Quantitative and Qualitative Analysis. 1972 August Developmental Project.
ED 075 024

Clark County School District, Las Vegas, Nev.
Language Arts; A Curriculum Guide, Levels: Kindergarten through Twelve.
ED 074 509

College Art Association of America, New York, N.Y.
Women's Caucus of the College Art Association Survey of the Status of Women in 164 Art Departments in Accredited Institutions of Higher Education.
ED 074 901

College Entrance Examination Board, New York, N.Y.
Focusing on Measures of College Environments.
ED 075 444

College Entrance Examination Board, Palo Alto, Calif.
Student Financing of Higher Education in Washington: An Analysis of the Resources Used by Students in Paying for Their College Educations.
ED 074 887

College of Mount Saint Joseph-on-the-Ohio, Ohio.
Excellence in Teacher Education Entry. College of Mount St. Joseph Inter-Disciplinary Approach to Teacher Preparation.
ED 075 411

College Research Center, Princeton, N.J.
[A Survey of the Current Status and Plans of Colleges Traditionally for Women Only.]
ED 074 912

Notes on a National Survey of College-Bound Seniors in 1972.
ED 074 910

Some Characteristics of High School Seniors who Sent CEEB-Test Scores to Selected Groups of Colleges During 1971-72.
ED 074 909

[The Effects of Changes in the Aptitude Level of Entering Students on Attrition and Grading Standards.]
ED 074 913

Colorado State Univ., Ft. Collins.
Administration of Occupational Education: A Suggested Guide.
ED 075 614

Colorado State Univ., Ft. Collins. Center for Economic Education.
The Newsletter of the National World of Work Economics Education Project.
ED 075 296

Colorado State Univ., Ft. Collins. Dept. of Psychology.
The Effectiveness of Paraprofessional Students As Behavior Consultants to Teachers. Final Report.
ED 075 421

Colorado Univ., Boulder. Center for Education in the Social Sciences.
Evaluation Report of the 1970-72 Protocol Materials Unit.
ED 075 374

Colorado Univ., Boulder. School of Education.
New Dimensions in Teacher Education. The Role of Differentiated Staffing in Teacher Education.
ED 075 385

Colorado Univ., Colorado Springs. School of Business Administration.
Computing Newsletter for Schools of Business.
ED 074 702//

Colston Research Society, Bristol (England).
Communications and Energy in Changing Urban Environments. Colston Papers Volume 21.
ED 074 694//

Columbia County Board of Public Instruction, Lake City, Fla. Exceptional Child Education Dept.
Management System for EMR Work Study Program.
ED 074 670

Columbia Univ., New York, N.Y.
Columbia University Affirmative Action Program (Condensed Version).
ED 074 897

**Columbia Univ., New York, N.Y.
Community Coll. Inst.**

Community College - Church Project of the Church in Higher Education. Preliminary Report. Project and Community College Institute of Columbia University.

ED 075 013

Columbia Univ., New York, N.Y.

Conservation of Human Resources Project.
Unemployment in the Urban Core: An Analysis of Thirty Cities with Policy Recommendations. Praeger Special Studies in U.S. Economic, Social, and Political Issues.

ED 075 608//

Columbia Univ., New York, N.Y. ERIC

Clearinghouse on the Urban Disadvantaged.
"Inequality" by Christopher Jencks: Four Critical Reactions. IRCD Bulletin, Volume 9, Number 1, January 1973.

ED 075 563

Columbia Univ., New York, N.Y. Urban Center.

Annotated Selected Puerto Rican Bibliography.

ED 075 552//

Commission on Civil Rights, Washington, D.C.

Title IV and School Desegregation: A Study of a Neglected Federal Program.

ED 075 520

Understanding Fair Housing.

ED 075 565

Committee on Institutional Cooperation.

Development and Experiment in College Teaching.

ED 074 922

Communications Coalition for Educational Change, Washington, D.C.

Informing the Public About Alternative Options for Financing the Public Schools. Final Progress Report.

ED 074 638

Paying for Our Schools: Is There a Better Way? Basic Document.

ED 074 639

Paying for Our Schools: Is There a Better Way? Group I.

ED 074 640

Paying for Our Schools: Is There a Better Way? Group II.

ED 074 641

Paying for Our Schools: Is There a Better Way? Group III.

ED 074 642

Paying for Our Schools: Is There a Better Way? Group IV.

ED 074 643

A Primer on Dissemination.

ED 074 644

**Community Coll. of the Air Force,
Randolph AFB, Tex.**

CCAF: A Lesson in Space Age Curriculum Development.

ED 075 011

CCAF: Introspect to Innovation.

ED 075 010

**Congress of the U.S., Washington, D.C.
Senate Committee on Agriculture and Forestry.**

Rural Development: 1971-A Year of Listening and Watching the Development of the Growing Consensus that Something Must be Done for the People of the American Countryside.

ED 075 112

**Congress of the U.S., Washington, D.C.
Senate Select Committee on Equal Educational Opportunity.**

Hearings Before the Committee on Education and Labor, House of Representatives, Ninety-Second Congress, Second Session on H. R. 44, H. R. 981, H. R. 1491, H. R. 6179, H. R. 7796, H. R. 12695 and Related Proposals...Oversight Hearings on Elementary and Secondary Education. Hearings Held Washington, D. C., September 26-28, and October 4 and 11, 1972.

ED 075 530

**Congress of the U.S., Washington, D. C.
Senate Select Committee on Nutrition and Human Needs.**

Hearings Before the Select Committee on Nutrition and Human Needs of the United States Senate, Ninety-First Congress, Second Session on Nutrition and Human Needs. Part 1-Hunger and the Income Gap. Hearings Held Washington, D.C., March 2, 3, 4, and 6, 1970.

ED 075 518

Connecticut Commission for Higher Education, Hartford.

Distribution of Enrollment Among Constituent Units. A Discussion Paper for the Master Plan for Higher Education in Connecticut.

ED 074 941

Excerpts from the Findings and Recommendations of Eight Resource Groups. A Report to the Management/Policy Group of the Commission for Higher Education.

ED 074 905

Fiscal Support and Resource Allocation. A Discussion Paper for the Master Plan for Higher Education in Connecticut.

ED 074 902

Goals for the System of Higher Education; Role and Scope of Constituent Units; Number and Location of Institutional Units.

ED 074 915

Improvement of Opportunity: Alternative Approaches for the Delivery of Higher Education Services.

ED 074 940

Improvement of Opportunity in Higher Education: Alternative Modes for Earning Undergraduate Degrees and College Credit.

ED 074 939

Programs Distribution, Revision, and Termination. A Discussion Paper for the Master Plan for Higher Education in Connecticut.

ED 074 943

Special Needs of Minorities in Higher Education and Methods of Meeting Needs. A Discussion Paper for the Master Plan for Higher Education in Connecticut.

ED 074 903

Transfer of Students Between Institutions and Programs. A Discussion Paper for the Master Plan for Higher Education in Connecticut.

ED 074 904

Utilization of Existing Facilities Needs for New Facilities. A Discussion Paper for the Master Plan for Higher Education in Connecticut.

ED 074 942

Connecticut Education Association, Storrs.

Fifty-One Percent Minority. Connecticut Conference on the Status of Women.

ED 074 958

Connecticut Univ., Storrs.

Community Involvement and Teacher Education: One Experimental Program. The University of Connecticut Technical Paper.

ED 075 367

Perceptual Capacities of Retarded and Normal Children. Final Report.

ED 074 692

**Consumer and Corporate Affairs Dept.,
Ottawa (Ontario).**

Metrication: A Guide for Consumers.

ED 075 683//

Cooperative College-School Science Program, College Park, Md.

Iterim Report-Summer Institute.

ED 075 279

Cornell Univ., Ithaca, N.Y. Dept. of Computer Science.

Proposals for a Dynamic Library. Technical Report.

ED 075 040//

**Council for Exceptional Children,
Arlington, Va.**

Basic Commitments and Responsibilities to Exceptional Children and Policy Statement on Governmental Affairs.

ED 074 654

**Council for Exceptional Children,
Arlington, Va. Information Center on
Exceptional Children.**

Audiovisual Instruction; A Selective Bibliography. Exceptional Child Bibliography Series No. 653.

ED 074 686

Counseling and Psychotherapy; A Selective Bibliography. Exceptional Child Bibliography Series No. 629.

ED 074 683

Directories of Services and Facilities; A Selective Bibliography. Exceptional Child Bibliography Series No. 638.

ED 074 684

Instructional Alternatives for Exceptional Children.

ED 074 678

Minority Groups/Disadvantaged Youth; A Selective Bibliography. Exceptional Child Bibliography Series No. 646.

ED 074 685

Not All Little Wagons Are Red; the Exceptional Child's Early Years.

ED 074 676

Physically Handicapped/Special Health Problems and Cerebral Palsy; A Selective Bibliography. Exceptional Child Bibliography Series No. 628.

ED 074 682

Programed Instruction; A Selective Bibliography. Exceptional Child Bibliography Series No. 654.

ED 074 687

Council for Intercultural Studies and Programs, New York, N.Y.

Teaching Notes on Population.

ED 075 298

**Council of Europe, Strasbourg (France).
Committee for General and Technical Education.**

Symposium on the Place of Grammar in Modern Methods of Language Teaching: Report. (Brussels, Belgium, November 16-20, 1970).

ED 074 814

**Council of Europe, Strasbourg (France).
Committee for Out-of-School Education and Cultural Development.**

Audiovision for Information and Entertainment. Television, New Broadcasting Techniques and Cultural Development.

ED 074 775

Introductory Considerations Concerning Tutor Training. Committee for Out-of-School Education and Cultural Development. Outline Programmes, The Tutor.

ED 074 358

The SOS-VUX Project: Study Needs and Study Obstacles in Adult Education. Background and Design.

ED 074 347

Council of Planning Librarians, Monticello, Ill.

Architectural/Building Programming: An Annotated Bibliography.

ED 074 629

Council of State Administrators of Vocational Rehabilitation, Washington, D.C.
An Information Service for State Administrators of Vocational Rehabilitation. Final Report.

ED 075 584//

**Council on Environmental Quality,
Washington, D.C.**

The President's 1972 Environmental Program.

ED 075 166

Council on Library Technology.

The LTA in the Library World Today: Proceedings of the Workshop (Charlotte, N.C., March 3-4, 1972).

ED 075 062

**Crystal Lake Community School District
47, Ill.**

A Plan for Action or How To Change Old Schools into Open Space Schools Without Any Money! A Workshop.

ED 074 632

304 Institution Index

- Dade County Public Schools, Miami, Fla.**
Orchestra, Junior. Course Number: Music: 5601.
ED 075 313
Prescriptive Profile Procedure for Children With Learning Disabilities.
ED 074 673
- Dakota State Coll., Madison, S. Dak.**
Experience Oriented Teacher Education Program.
ED 075 412
- Dallas Independent School District, Tex.**
Product Evaluation at the Career Development Center. 1971-72 Final Report.
ED 075 574
- Dayton Univ., Ohio.**
A Personal-Professional Development Program for Prospective Classroom Specialists in Teacher Education.
ED 075 427
- Defense Civil Preparedness Agency (DOD), Battle Creek, Mich.**
Civil Defense, U. S. A.: A Programmed Orientation to Civil Defense. Unit 1. Civil Defense - Protection Against What?
ED 074 311
Civil Defense, U. S. A.: A Programmed Orientation to Civil Defense. Unit 2. Nuclear Weapons Effects and Shelter.
ED 074 312
Civil Defense, U. S. A.: A Programmed Orientation to Civil Defense. Unit 3. Natural Disasters.
ED 074 313
Civil Defense, U. S. A.: A Programmed Orientation to Civil Defense. Unit 4. Warning, Emergency Operations, and Support Programs.
ED 074 314
Civil Defense, U. S. A.: A Programmed Orientation to Civil Defense. Unit 5. Governmental Responsibilities for Civil Defense.
ED 074 315
- Defense Documentation Center, Alexandria, Va.**
Machine-Aided Indexing.
ED 075 038//
- Delaware State Board for Vocational Education, Milford.**
An Occupational Vocational Education Model for the State of Delaware. (October 1, 1971-September 30, 1972). Interim Report.
ED 075 686
- Delaware State Coll., Dover. Dept. of Education.**
Office of Education Instructional Codes, Titles and Definitions for Use in Distributive Education.
ED 075 629
- Denver Univ., Colo. Center for Teaching International Relations.**
Political Legitimacy and Revolution.
ED 075 288
"Revolution" and "Intervention." A Bibliography for Classroom Use.
ED 075 289
- Department of Agriculture, Washington, D. C. Extension Service.**
Developing Programs for the Rural Handicapped.
ED 074 362
Obtaining Local Resources for County Extension Programs.
ED 074 379
Scholarships and Fellowships Available to Extension Workers 1972-1973.
ED 074 325
Staff Development Policy in the Extension Service-USDA.
ED 074 322
Using Visuals in Agricultural Extension Programs.
ED 074 364
- Department of Labor, Washington, D.C.**
Manpower Report of the President: A Report on Manpower Requirements, Resources, Utilization, and Training.
ED 075 581
- Diablo Valley Education Project, Orinda, Calif.**
Selected War/Peace Curriculum Units Available for High School Level Teaching. Developmental Draft.
ED 075 267
- District of Columbia Public Schools, Washington, D.C.**
A Comprehensive Plan for Special Education.
ED 074 669
- Durham City Schools, N.C.**
[A Description of Project F. O. O. D.--Focus on Optimal Development of Children, Durham, North Carolina.]
ED 075 540
- Eastern Illinois Univ., Charleston. Dept. of Student Teaching.**
Specialists or Generalists as University Supervisors of Student Teachers--An Answer.
ED 075 346
- Economic Research Service (DOA), Washington, D.C. Farm Production Economics Research Div.**
Direct and Contract Hiring of Seasonal Farm Labor.
ED 075 635
- Educational Facilities Labs., Inc., Chicago, Ill.**
A Plan for Action or How To Change Old Schools into Open Space Schools Without Any Money! A Workshop.
ED 074 632
- Educational Media Association of Canada.**
Educational Media and Copyright; A Position Paper for Educational Media Association of Canada.
ED 074 756
- Educational Testing Service, Princeton, N.J.**
Attachment Behavior in Thirteen-Month-Old, Opposite Sex Twins.
ED 075 079
Birth Control, Family Configuration and Verbal Achievement.
ED 074 426
The Influence of Sex of Student and Sex of Teacher on Students' Achievement and Evaluation of the Teacher.
ED 074 410
Missing at Random: What Does it Mean? Draft.
ED 075 486
A Survey of the Teaching of History and Social Studies in Secondary Schools.
ED 075 277
What Is, Or Should Be, The AGB? A Report from the Membership.
ED 074 964
- Education Commission of the States, Denver, Colo.**
Higher Education in the States. Vol. 3, No. 3.
ED 074 961
A Report on State Programs for Young Children in Colorado.
ED 075 088
- Education Service Center Region 1, Edinburg, Tex.**
An Evaluative Study of Instructional Strategies and Pupil Cognitive Learning in an English as a Second Language Program of a Spanish-English Bilingual Education Project.
ED 075 504
- Elizabeth City State Univ., N.C.**
[Values: Freedom to Learn].
ED 075 419
- Employment Standards Administration (DOL), Washington, D.C. Women's Bureau.**
Day Care Facts.
ED 075 631
Education Act Extends Sex Discrimination and Minimum Wage Provisions. Legislative Series 2.
ED 074 626
- Engineers Joint Council, New York, N.Y. Engineering Manpower Commission.**
Engineering and Technology Graduates 1972.
ED 075 191
Professional Income of Engineers 1972.
ED 075 192//
- Environmental Protection Agency, Research Triangle Park, N.C. Air Pollution Technical Information Center.**
Air Pollution Technical Publications of the U.S. Environmental Protection Agency.
ED 075 231
- ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.**
Multiply Handicapped Children: A Bibliography.
ED 075 098
Open Education: An Abstract Bibliography.
ED 075 099
Socialization of Young Children: An Abstract Bibliography.
ED 075 104
- ERIC Clearinghouse on Higher Education, Washington, D.C.**
Small College Management: Key to Survival. Research Currents.
ED 074 980
Who's Reading What in Higher Education. Research Currents.
ED 074 998
Women's Studies: Courses and Programs for Higher Education.
ED 074 997
- ERIC Clearinghouse on Languages and Linguistics, New York, N.Y.**
Addresses of Embassies, Consulates, and Educational and Information Offices of Interest to Foreign Language Teachers.
ED 074 853
- ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.**
Bibliography of Basic Textbooks on Information Science.
ED 075 051
The Invisible Medium: The State of the Art of Microform and a Guide to the Literature.
ED 075 029
- ERIC Clearinghouse on Teacher Education, Washington, D.C.**
Concepts of Teacher Centers.
ED 075 375
- Evergreen State Coll., Olympia, Washington.**
The Evergreen State College Bulletin 1973-74.
ED 074 949
- Experiment in International Living, Putney, Vt.**
Experiment in International Living (EIL) Latin-American Spanish Volume II: An Audio-Lingual Course with Correlated Tapes.
ED 074 790
- Fairfield Univ., Conn. Graduate School of Education.**
Career Education: The Student in Focus.
ED 075 625
- Far West Lab. for Educational Research and Development, Berkeley, Calif.**
The Education of the Culturally Different: A Multi-Cultural Approach. A Handbook for Educators.
ED 075 142
- Far West Lab. for Educational Research and Development, San Francisco, Calif.**
Teacher Education through Minicourse 18: Teaching Reading as Decoding.
ED 074 719
- Federacion de Universidades Privadas de America Central y Panama, Guatemala City (Guatemala).**
Hacia la Nueva Reforma (Toward the New Reform).
ED 074 792
- Federal Trade Commission, New York, N.Y. Bureau of Consumer Protection.**
Advertising and the Public Interest. A Staff Report to the Federal Trade Commission.
ED 074 777
- Florida State Dept. of Education, Tallahassee.**
An Assessment of Educational Needs for Learners in Florida, 1970.
ED 074 631

- Florida Educational Opinion Survey, 1970.
ED 074 630
Report of the Task Force to Explore Feasibility of a Three-Year Baccalaureate Program. Established March 1, 1972.
ED 074 944
- Florida State Dept. of Education, Tallahassee. Div of Elementary and Secondary Education.**
A Catalog of Protocol Materials in Teacher Education. 1972 Revision.
ED 075 349
- Florida State Dept. of Education, Tallahassee. Education for Exceptional Children Section.**
Comparative Survey of Programs for Exceptional Children. Survey Report 1971-72.
ED 074 659
Primary Handicaps of Students in Programs for the Physically Handicapped.
ED 074 680
- Florida State Dept. of Education, Tallahassee. Migratory Child Div.**
Agua Arriba--Up the Stream.
ED 075 114
- Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.**
The Effects of Pictures on the Acquisition of a Sight Vocabulary in Rural EMR Children.
ED 074 752
A Feasibility Study: Remediation By Computer Within A Computer-Managed Instruction Course In Junior High School Mathematics.
ED 074 734
Incidental and Relevant Learning with Instructional Objectives.
ED 074 732
- Florida State Univ., Tallahassee. Dept. of Educational Research.**
An Evaluation of School Personnel Utilization Projects. Volume I, An Overview of Objectives and Outcomes of the Evaluation of School Personnel Utilization Projects.
ED 075 382
An Evaluation of School Personnel Utilization Projects. Volume II, An Analysis of the School Personnel Utilization Programs Goals and Objectives with Suggested Revisions.
ED 075 383
An Evaluation of School Personnel Utilization Projects. Volume III, An Assessment of the Impact of School Personnel Utilization Program Training.
ED 075 384
- Florida State Univ., Tallahassee. Dept. of Psychology.**
Social Punishment in the Modification of a Pre-School Child's "Autistic-Like" Behavior with Mother as Therapist.
ED 075 068
- Florida Univ., Gainesville. Communication Research Center.**
Computer Managed Instruction: Toward Individualized Learning.
ED 074 537
- Fogarty International Center (DHEW/PHS), Bethesda, Md.**
Reform of Medical Education. The Role of Research in Medical Education.
ED 074 974//
- Ford Foundation, New York, N.Y.**
Coming of Middle Age in Higher Education.
ED 074 914
- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.**
Contemporary Cambodian: Introduction.
ED 074 819
German Basic Course, Units 13-24.
ED 074 818
- Foundation Information Centre for School Building, Rotterdam (Netherlands).**
Development Project Low-Cost Comprehensive School in Lelystad, the Netherlands.
ED 074 635
- Founders Annex Public Service Project, Inc., Dedham, Mass.**
Cable in Mass 2.
ED 074 710//
- Free Library of Philadelphia, Pa.**
Reader Development Program: Annotated Bibliography. Supplement Two.
ED 074 318
- Gallaudet Coll., Washington, D.C. Office of Demographic Studies.**
Characteristics of Hearing Impaired Students by Hearing Status. United States: 1970-71.
ED 074 668
- General Turtle, Inc., Cambridge, Mass.**
New Educational Technology.
ED 074 740//
- George Peabody Coll. for Teachers, Nashville, Tenn.**
Comparison of Two Instructional Strategies for Teaching the Solution to Verbal Problems. Final Report.
ED 075 260
- George Washington Univ., Washington, D.C. Social Research Group.**
The Accelerated Learning Experiment: An Approach to the Remedial Education of Out-of-School Youth. Final Report.
ED 075 546
Evaluation of ESEA Title I Programs for the District of Columbia, 1970-71. Final Report.
ED 075 529
A Review of the Present Status and Future Needs in Day Care Research. A Working Paper.
ED 075 673//
- Georgia Inst. of Tech., Atlanta. School of Information Science.**
APL/IV: Fourth International APL Users' Conference. June 15-16, 1972, Atlanta, Georgia, U.S.A.
ED 074 766
- Georgia State Dept. of Education, Atlanta. Georgia Assessment Project.**
Focus on the Future of Georgia 1970-1985.
ED 075 482
- Georgia Univ., Athens. Coll. of Education.**
Invitational Conference on Measurement in Education; Proceedings (of the) Eleventh Southeastern Conference (December 8-9, 1972). Pre-Session.
ED 075 445
Invitational Conference on Measurement in Education; Proceedings (of the) Eleventh Southeastern Conference (December 8-9, 1972). Session I.
ED 075 449
Invitational Conference on Measurement in Education; Proceedings (of the) Eleventh Southeastern Conference (December 8-9, 1972). Session II.
ED 075 464
- Georgia Univ., Athens. Dept. of Educational Psychology.**
A Discussion of the Theoretical Contradictions Found in Modeling Research and Social Learning Theory When Interpreted within Phenomenological and Social Comparison Contexts.
ED 074 392
Reports on Some Salient Topics and/or Issues in Educational Psychology, Measurement and Research as Presented by Doctoral Students. A Seminar.
ED 075 470
- Georgia Univ., Athens. Div. for Exceptional Children.**
The Development and Application of Intelligence Tests for the Blind: A Research Utilization Conference. Final Report.
ED 074 655
- Georgia Univ., Athens. Geography Curriculum Project.**
The Effects on Achievement of Using the Forced Inferential Response Mode in an Intermediate Grade Population-Geography Unit.
ED 075 317
- Georgia Univ., Athens. Inst. of Higher Education.**
Higher Education: The Law and Campus Issues.
ED 074 929
- Glassboro State Coll., N.J.**
The Academic Achievement and Social Mobility of Community College Transfer and Native Students in a Professional Education Program.
ED 075 016
- Great Plains School District Organization Project, Lincoln, Nebr.**
Planning for School District Organization -- Selected Position Papers.
ED 074 566
- Gresham Grade School District 4, Oreg.**
The Gresham Grade School District #4 Year-Round Plan. Community-School Planning and Implementation.
ED 074 582
- Group 10 for the Seventies, Chicago Heights, Ill.**
Consortia: A Challenge to Institutional Autonomy.
ED 074 932
- Hartford Univ., West Hartford, Conn. Dept. of Psychology.**
Screening and Assessment of Young Children.
ED 075 066
- Harvard Univ., Cambridge, Mass.**
Low-Income Labor Markets and Urban Manpower Programs: A Critical Assessment.
ED 075 676
- Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.**
Item Study Summary Report Sequential Tests of Educational Progress (STEP); Reading, Mathematics and Writing for Grades 4, 6, 8, 10 and 12 by State and District School Year 1970-1971. Research Report No. 77.
ED 074 441
- Hawaii Univ., Honolulu.**
Intermediate Vietnamese, Volume I.
ED 074 867//
Intermediate Vietnamese, Volume II.
ED 074 866//
- Hawaii Univ., Honolulu. East-West Center.**
Exploratory Observations on Family Interaction Patterns and Family Planning in the Filipino Community of Waialua, Hawaii.
ED 074 423
- Hawaii Univ., Honolulu. Education Research and Development Center.**
Evaluative Data Pertaining to a Modified Teacher Education Program at the University of Hawaii: A Summary Report.
ED 075 353
- Hawaii Univ., Honolulu. Graduate School of Library Studies.**
Narrative Evaluation Report on the Institute for Training in Librarianship: The Librarian in a Pluralistic Society: Cross-Cultural Training for Social Action (Univ. of Hawaii, Honolulu; Aug. 1971-May 1972).
ED 075 059
- Health Services and Mental Health Administration (DHEW), Rockville, Md. Div. of Emergency Health Services.**
Roles and Resources of Federal Agencies in Support of Comprehensive Emergency Medical Services.
ED 075 640
- Health Services and Mental Health Administration (DHEW), Rockville, Md. Maternal and Child Health Service.**
Practices of Low-Income Families in Feeding Infants and Small Children, With Particular Attention to Cultural Subgroups.
ED 075 564
Screening Children for Nutritional Status: Suggestions for Child Health Programs.
ED 075 429
- Herner and Co., Washington, D.C.**
National Inventory of Library Statistics Practices. Volume I, Data Collection on the National, State, and Local Levels.
ED 075 032

306 Institution Index

- High School Geography Project, Boulder, Colo.**
Sources of Information and Materials: Maps and Aerial Photographs. A Reference Book
ED 075 266
- Hofstra Univ., Hempstead, N.Y. Center for the Study of Higher Education.**
Individualized Education: Reading Courses at New College - 1971-72.
ED 074 926
- Holland Human Relations Commission, Mich.**
Latino and Anglo in Holland, Michigan. A Comparison of Their Economic, Housing and Educational Characteristics Based on Data from the 1970 U.S. Census.
ED 075 146
- Houston Univ., Tex. Center for Human Resources.**
Mexican American Youth and Vocational Education in Texas: Summary and Recommendations. INSTbbb02780
ED 075 117
- Houston Univ., Tex. Dept. of Psychology.**
Piaget's Stage IV Object Concept Error: Evidence of Forgetting or Object Conception?
ED 075 083
- Hull Univ. (England).**
Conference on Post 'A'-Level German Language Teaching: Report of Proceedings (Hull, England, September 13-15, 1971).
ED 074 805
- Hull Univ. (England). Dept. of Adult Education.**
A Bibliographical Guide to Adult Education in Rural Areas, 1918-1972.
ED 074 340
- Human Resources Research Organization, Alexandria, Va.**
Development and Pilot Test of a Career-Oriented, Peer-Instructional Model in the Office Cluster of Business Occupations. Final Report.
ED 075 603
Driver Education Task Analysis. Volume I: Task Descriptions. Final Report (August 1969-July 1970).
ED 075 571//
Driver Education Task Analysis. Volume IV: The Development of Instructional Objectives. Final Report.
ED 075 623
Driver Education Task Analysis. Volume II: Task Analysis Methods. Final Report.
ED 075 624
Methodologies for Determining Reading Requirements of Military Occupational Specialties.
ED 074 343
The Prediction of AWOL, Military Skills, and Leadership Potential.
ED 074 342
Theoretical Framework: Some Basic Issues Related to Methods and Media Selection.
ED 074 741
- Idaho Coll., Caldwell.**
A Guide to Environmental Study Areas of the Snake River Region. Final Report.
ED 075 263
- Idaho State Univ., Pocatello.**
The Impact of a Short Term Training Program for Financial Aid Administrators and Other Student Assistance Personnel.
ED 075 370
- Illinois State Library, Springfield.**
Public Library Abstracts: 1971; Abstracts of Statistics in American Public Library Annual Reports for the Year Ending in 1971.
ED 075 037
- Illinois State Office of the Superintendent of Public Instruction, Springfield. Instructional Materials Center.**
Preschool Learning Activities for the Visually Impaired Child, A Guide for Parents.
ED 074 677
- Illinois State Univ., Normal. Dept. of Educational Administration.**
A Longitudinal Study of Fiscal Equalization in Illinois.
ED 074 621
- Illinois State Univ., Normal. Dept. of Elementary Education.**
A Comparative Study of Illinois State University Elementary Teacher Graduates of the Regular Student Teaching and the Joliet Teacher Education Center Programs 1970-71.
ED 075 377
- Illinois Univ., Chicago. Coll. of Education.**
Evaluation of Cognitive Development with Piaget-Type Tests: Study of Young Bright, Average, and Retarded Children. Final Report.
ED 075 065
- Illinois Univ., Chicago. Dept. of Psychology.**
The Relationship of Evaluations of Students' Cognitive Performance to their Self Concept Assessments and Mental Health Status.
ED 074 424
- Illinois Univ., Urbana. Children's Research Center.**
The Effect of Instructions, Discrimination Difficulty, and Methods of Assessment on Generalized Imitation.
ED 075 076
- Illinois Univ., Urbana. Dept. of Computer Science.**
Educational Projects for a Digital Logic Laboratory.
ED 074 696//
- Illinois Univ., Urbana. Div. of Agricultural Education.**
Education for the Rural Disadvantaged: Summary of Findings and Conclusions of an Experimental Study. Research Report.
ED 075 119
- Illinois Univ., Urbana. Inst. of Research for Exceptional Children.**
The Vocational Rehabilitation of Deaf People.
ED 075 642
- Illinois Univ., Urbana. Office of School and Coll. Relations.**
Achievement by Junior College Transfer, Four-Year College Transfer, and Native Juniors as Measured by the CLEP General Examinations.
ED 075 017
- Improving State Leadership in Education, Denver, Colo.**
Directions to Better Education.
ED 075 290
- Indiana State Univ., Terre Haute.**
The Status of Faculty Women at Indiana State University, A Survey.
ED 074 994
- Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.**
Anticipation of Cognitive Behavior of Mentally Retarded and Normal Children.
ED 074 689
- Indiana Univ., Bloomington. Dept. of Home Economics.**
Children's Discrimination of Sibling Role Concepts.
ED 075 077
- Indiana Univ., Bloomington. School of Education.**
'PROBE' Computer Search of the ERICtapes.
ED 075 050
- Indiana Univ. Foundation, Bloomington.**
Effects of Verbal Evaluations on 4-11 Year Old's Learning and Performance.
ED 074 434
- Indiana Univ., South Bend. Indiana Career Resource Center.**
Resources for Career Development.
ED 075 637
- Indian National Scientific Documentation Centre, Delhi.**
Indian Educational Material. Annotated Quarterly Bibliography. Volume 6, Number 4, (Period Covered October-December 1971).
ED 075 287
- Institute for the Development of Indian Law, Washington, D.C.**
Taxing Those They Found Here. An Examination of the Tax Exempt Status of the American Indian.
ED 075 108//
- Institute of International Studies (DHEW/OE), Washington, D.C.**
International/Intercultural Education Reports.
ED 075 338
- International Bureau of Education, Geneva (Switzerland).**
Country Education Profiles: Afghanistan
ED 075 318
Country Education Profiles: Albania.
ED 075 319
Country Education Profiles: Algeria.
ED 075 320
Country Education Profiles: Australia, and Australia-Territories (Papua, New Guinea and Norfolk Island).
ED 075 321
Country Education Profiles: Austria.
ED 075 322
Country Education Profiles: Bahrain.
ED 075 323
Country Education Profiles: Belgium.
ED 075 324
Country Education Profiles: Botswana.
ED 075 325
Country Education Profiles: Bulgaria.
ED 075 326
Country Education Profiles: Burundi.
ED 075 327
- International Cooperation Administration (Dept. of State), Washington, D.C.**
Using Visuals in Agricultural Extension Programs.
ED 074 364
- International Federation for Documentation, The Hague (Netherlands).**
Impact of Cybernetics on Information Science, and Vice Versa.
ED 075 047
- International Federation for Documentation, The Hague (Netherlands). Committee on Research on the Theoretical Basis of Information.**
Problems of Information Science; Collection of Papers.
ED 075 030
- International Planned Parenthood Federation, London (England).**
Situation Report-Ghana, India, and South Africa.
ED 075 228
- International Reading Association, Newark, Del.**
College-Adult Reading Instruction. Perspectives in Reading, No. 1.
ED 074 479
Comprehension in Reading. An Annotated Bibliography.
ED 074 480
Evaluating Reading and Study Skills in the Secondary Classroom. A Guide for Content Teachers Reading Aids Series.
ED 074 482
General Open Systems Theory and the Substrata-Factor Theory of Reading.
ED 074 477
Perception and Reading. Proceedings of the Annual Convention of the International Reading Association (12th, Seattle, May 1967). Volume 12, Part 4.
ED 074 442
Psycholinguistics and the Teaching of Reading.
ED 074 446
Reading Difficulties: Diagnosis, Correction, and Remediation.
ED 074 445
Reading Goals for the Disadvantaged.
ED 074 483
Speed Reading, An Annotated Bibliography.
ED 074 481

- International Reading Association, Wellington (New Zealand). Wellington Council.**
Children's Reading Interests: A Wellington Survey. ED 074 452//
- Iowa Communication Association, Cedar Falls.**
[Iowa Studies in Rhetoric.] ED 074 530
- Iowa State Career Education Advisory Council, Des Moines.**
Report on the Vocational Education Effort in Iowa, 1972. ED 075 671
- Iowa Univ., Iowa City. Center for the Advanced Study of Communication.**
Toward a Reconceptualization of Knowledge Utilization in Education. Volume 1. Final Report. ED 075 330
Toward a Reconceptualization of Knowledge Utilization in Education. Volume 2. Special Investigation 1. Knowledge Utilization in a Democratic Society: Education Through Commercial Television. Final Report. ED 075 331
Toward a Reconceptualization of Knowledge Utilization in Education. Volume 3. Final Reports of Pilot Studies. Final Report. ED 075 332
Toward a Reconceptualization of Knowledge Utilization in Education. Volume 4. Research Memoranda. Final Report. ED 075 333
Toward a Reconceptualization of Knowledge Utilization in Education. Volume 5. Research Memoranda. Final Report. ED 075 334
Toward a Reconceptualization of Knowledge Utilization in Education. Volume 6. Research Memoranda. Final Report. ED 075 335
Toward a Reconceptualization of Knowledge Utilization in Education. Volume 7. Research Memoranda. Final Report. ED 075 336
Toward a Reconceptualization of Knowledge Utilization in Education. Volume 8. Research Memoranda. Final Report. ED 075 337
- Iowa Univ., Iowa City. Special Education Curriculum Development Center.**
Improving Visual Skills; A Guide for Teachers of the Handicapped. ED 074 647
- Israel Program for Scientific Translation, Jerusalem.**
Israel Education Abstracts. A Selected Bibliography of Current and Past Literature on Materials on the Philosophy, Policy, and Practice of Education in Israel. Volume 7, 1972 (Special Enlarged Edition) on Advantaging the Disadvantaged in Israeli Education. ED 075 521
- Jackson County Adult Evening High School Program, Maquoketa, Iowa.**
A Comparative Analysis of Selected Responses to the Four Year Follow-Up Questionnaires Returned by the Graduates of the Jackson County Adult Evening High School Classes of 1967-68-69. ED 074 348
A Four-Year Follow-up Study of the One Hundred Graduates - Class of "69" of the Jackson County Adult Evening High School Completion Program. ED 074 326
- Joint Council on Economic Education, New York, N.Y.**
The Newsletter of the National World of Work Economics Education Project. ED 075 296
- Joint Economic Committee, Washington, D.C.**
The Economy, Energy, and the Environment. A Background Study. ED 075 163
- Studies in Public Welfare. Paper No. 1; Public Income Transfer Programs: The Incidence of Multiple Benefits and the Issues Raised by Their Receipt. ED 075 562
- Joint Publications Research Service, Washington, D.C.**
Effectiveness of Science Tasks and Plans for Siberian Scholars. ED 075 176//
- Kansas State Advisory Council for Vocational Education, Topeka.**
Annual Evaluation of Vocational Education in Kansas, 1971-1972. ED 075 675
- Kansas State Univ., Manhattan. Dept. of Psychology.**
A Study of Retention of Verbal Material. Final Report. ED 074 484
- Kansas Univ., Lawrence.**
On the Improvement of Instruction in Higher Education: A Bibliography. ED 074 898
- Kansas Univ., Lawrence. Communication Research Center.**
A Study of the Impact of Laboratory Training upon Concepts of Leadership and Communication. ED 074 559
- Kansas Univ., Lawrence. Dept. of Speech and Drama.**
Television and the New Persuasion. Proceedings of the Annual Symposium on Issues in Public Communication (3rd, Lawrence, Kansas, July 16-17, 1970). ED 074 543//
- Kansas Univ., Lawrence. Kansas Center for Research in Early Childhood Education.**
Attention & Cognitive Style, FY 1972. ED 075 087
- Kenosha Unified School District 1, Wis. Dept. of Special Education.**
Learning to Earn a Living: A Resource Guide for Implementation of the State Curriculum for the Educable Mentally Retarded. ED 074 664
- Kern Joint Union High School District, Bakersfield, Calif.**
Reflections of the Community: The Community Aide and Consumer and Homemaking Education. ED 075 607
- Kramer (Leo), Inc., Washington, D.C.**
The Health-Impaired Miner Under the Black Lung Legislation. Revised. ED 074 380
- Lakeshore Technical Inst., Sheboygan, Wis.**
K-14 Career Education Multi-Media Catalogue. ED 075 639
- Lawyers Committee for Civil Rights Under Law, Washington, D. C.**
A Manual for Enforcing Title I Comparability. ED 075 539
- League for Innovation in the Community Coll., Los Angeles, Calif.**
Increasing the Effectiveness of Educational Management in Community Colleges. Project USHER. ED 075 007
- League of Women Voters of the City of New York, N.Y.**
Leading Film Discussions; A Guide to Using Films for Discussion, Training Leaders, Planning Effective Programs. ED 074 771//
- Library of Congress, Washington, D.C.**
Children's Books 1972: A List of Books for Preschool Through Junior High School Age. ED 075 064
- Library of Congress, Washington, D.C. General Reference and Bibliography Div.**
The National Union Catalog, Reference and Related Services.
- ED 075 036
- Lincoln County Schools, Hamlin, W. Va.**
Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities. Interim Report. ED 075 610
- Lincoln County Exemplary Program in Vocational Education, Resource Units Developed by Exemplary Teachers for Grades 1-12, Volume IV of Volume I. ED 075 611
- Research Model for Levels Nine and Ten: Lincoln County School Based Model for Career Education, Volume III of Volume I. ED 075 613
- A Suggestive Resource Unit for Levels Seven and Eight Using the Occupational Clusters in Career Orientation, Volume II of Volume I. ED 075 612
- Lincoln Land Community Coll., Springfield, Ill.**
The Identification and Comparison of the Tasks for the Occupational Role of Industrial Production Technologist. ED 075 636
- Los Angeles Unified School District, Calif. Measurement and Evaluation Branch.**
Executive Abstracts: Summary of the Title I Evaluation, 1971-1972 School Year. ED 075 533
- Louisiana State Dept. of Education, Baton Rouge.**
A Special Experimental Study in Guidance and Counseling for Adults Enrolled in the Adult Basic Education Program in Certain Louisiana Parishes 1968-1969. ED 074 309
- Louisiana Technological Univ., Ruston. Dept. of Agricultural Education.**
The Aims and Needs of College Vocational Education Dropouts. A Research Report. ED 075 579
- Madison Public Schools, Wis. Dept. of Curriculum Development.**
CURMIS. Curriculum Management Information System (and) Prospectus of a Design to Assist a High School Staff in the Evaluation of Its Program. ED 075 281
- Maine Univ., Orono. Coll. of Education.**
Rural Improvement Project (RIP). [Summary and Final Evaluation Report.] ED 075 159
- Manpower Administration (DOL), Washington, D.C.**
Low-Income Labor Markets and Urban Manpower Programs: A Critical Assessment. ED 075 676
- Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.**
National Assessment of the New Careers Program, July 1967-October 1969. Final Report. ED 075 585//
- Marketing Science Inst., Cambridge, Mass.**
Appraising the Economic And Social Effects of Advertising. A Review of Issues and Evidence. ED 074 776
- Marquette Univ., Milwaukee, Wis. School of Education.**
A Reconceptualization of the Research Paradigm in Counseling Research. ED 074 409
- Maryland State Dept. of Education, Baltimore.**
Education and the Environment. Report of a Multi-state Conference, November 8-10, 1971, Annapolis, Maryland. ED 075 314
- Maryland State Dept. of Education, Baltimore. Div. of Compensatory, Urban, and Supplementary Programs.**
Tomorrow is Today's Dream. ED 075 348

- Maryland Univ., College Park. Coll. of Education.**
Behavior Modification for Teachers. ED 075 373
- Maryland Univ., College Park. Counseling Center.**
Career Orientation of University and High School Women. ED 074 950
Differential Faculty Attitudes Towards Blacks, Females and Students in General. ED 074 418
Effect of Information on Students' Perceptions of Counseling and Their Willingness to Seek Help. ED 074 396
Sexist Attitudes Among Male University Students. ED 074 421
Student Demonstrations and Riots: Past, Present, and Future. ED 074 387
- Maryland Univ., College Park. Dept. of Physics and Astronomy.**
Energy and the Environment. ED 075 230
- Massachusetts Inst. of Tech., Cambridge. Sensory Aids Evaluation and Development Center.**
Development and Demonstration of Communication Systems for the Blind and Deaf/Blind. Braille Communication Terminals and Tactile Paging Systems. Final Report. ED 074 663
Transcription of "In Darkness" via DOTSYS III and the BRAILLEMBOSS. ED 074 661
- Massachusetts Inst. of Tech., Lexington. Lincoln Lab.**
Educational Technology Program. Quarterly Technical Summary, 1 March - 31 May 1972. ED 074 698//
- Massachusetts State Dept. of Education, Boston.**
Massachusetts Application of National Assessment Items in Citizenship and Science. ED 075 490
Massachusetts Fourth Grade Testing Program 1971. ED 075 489
- Massachusetts Univ., Amherst. Dept. of Human Development.**
Socialization and Career Orientation Among Black and White College Women. ED 074 412
- Massachusetts Univ., Amherst. Dept. of Psychology.**
The Role of Comprehension in Learning Concrete and Abstract Sentences. ED 074 443
- Massachusetts Univ., Amherst. School of Education.**
The Development of Three Applied Research Training Programs. ED 074 984
[Teacher Preparation Programs.] ED 075 430
- Memphis State Univ., Tenn. Dept. of Special Education and Rehabilitation.**
The Effect of Teaching Styles on Student Behaviors as Related to Social-Emotional Development. ED 075 376
- Mesa Public Schools, Ariz.**
The Effect of Incentives on Reading Readiness Skills. Final Report. ED 075 093
- Metropolitan Toronto School Board (Ontario). Study of Educational Facilities.**
Hints for Survival in Open Plan Schools. ED 074 611
- Miami-Dade Junior Coll., Fla.**
An Input-Output Assessment of Community College Graduates. ED 075 020
- Michigan State Commission on Indian Affairs, Lansing.**
A Study of the Socioeconomic Status of Michigan Indians, 1971. ED 075 127
- Michigan State Dept. of Education, Lansing.**
Drug Education Guidelines. ED 074 416
- Michigan State Dept. of Labor, Detroit. Michigan Employment Security Commission.**
Employer Services Activities and Manpower Policy. Interim Report. ED 075 589//
- Michigan State Univ., East Lansing. Agricultural Experiment Station.**
Linkages of Mexico and the United States. Study Based on Modified Probability Samples of Rural Michigan, the U.S. General Public, Spanish-speaking Latinos of the Southwestern United States, Urban Mexico, and Rural Mexico. ED 075 124
- Michigan State Univ., East Lansing. Center for Rural Manpower and Public Affairs.**
Manpower Planning for Jobs in Rural America. Proceedings of a Conference (Michigan State University, December 14-15, 1972). ED 075 155
- Michigan State Univ., East Lansing. Center for Urban Affairs.**
Survey of Minority Participation on Michigan Newspapers and in Michigan Schools of Journalism. Research Report No. 8. ED 075 107
- Michigan State Univ., East Lansing. Dept. of Communication.**
The Communication Environment of the Urban Poor. ED 075 553
Field Experiments of Family Planning Incentives. ED 074 317
- Michigan Univ., Ann Arbor. Environmental Simulation Lab.**
Coding Instructions, Worksheets, and Key Punch Sheets for M.E.T.R.O.-APEX Simulation. ED 075 261
- Michigan Univ., Ann Arbor. School of Education.**
The Regents of The University of Michigan and the Legislature of the State, 1920-1950. ED 074 948
- Military Academy, West Point, N.Y. Office of Institutional Research.**
A Comparison of New Cadets at USMA with Entering Freshmen at Other Colleges Class of 1974. ED 074 967//
- Millersville State Coll., Pa. Ganser Library.**
Annotated/Categorized Bibliography of Social Science Journals. ED 075 302
- Milwaukee Area Technical Coll., Wisc.**
Audio Visual Tutorial Development at the Milwaukee Area Technical College. ED 074 770
- Minneapolis Public Schools, Minn. Task Force on Ethnic Studies.**
American Ethnic Groups: A Selected Bibliography. ED 075 304
Audio Visual Based Indian Resource Unit. ED 075 303
- Minneapolis Public Schools, Minn. Task Force on Minority Cultures.**
Multi-Ethnic Micro-Units. ED 075 305
The Original Americans. An Experimental Teaching Unit. ED 075 308
Songs of the Sun Dance. ED 075 306
[The Minnesota Story, American Indian Legends.] ED 074 854
- Minneapolis Rehabilitation Center, Inc., Minn.**
Employability Plan Instructor's Guide to be Used with Employability Plan Reference Manual. Older Worker Specialist Training. ED 074 323
- Minnesota Higher Education Coordinating Commission, St. Paul.**
Responding to Change: Recommended State Policy for Meeting Minnesota's Present and Future Needs for Post-Secondary Education. ED 074 945
- Minnesota Research Coordinating Unit in Occupational Education, Minneapolis.**
Occupational Demand in Minnesota for 1973. ED 075 663
- Minnesota State Dept. of Education, St. Paul. Div. of Instruction.**
L'Humanite n'en Sortira pas...Vivante (Humanity Will Not Get Out Alive). French Ecology Packet: Resource Materials and Readings for French Classes at Advanced Levels. ED 074 849
Sind Sie fit (Are You in Shape)? Calisthenics in German. ED 074 848
- Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.**
A Project to Demonstrate Making Vocational Education More Accessible to Persons in Rural Minnesota Through Cooperative Vocational Centers. Final Report. ED 075 633
- Minnesota Univ., Minneapolis. Center for the Study of Organizational Performance and Human Effectiveness.**
The Nature of Objectivity with the Rasch Model. ED 075 484
- Minnesota Univ., Minneapolis. Coll. of Education.**
College Faculty View Themselves and Their Jobs. ED 074 960
Undergraduates' Expectations and Perceptions of a College Environment. ED 074 937
- Minnesota Univ., Minneapolis. Inst. of Child Development.**
Developmental Aspects of Understanding and Evaluating Television Content. ED 075 096
- Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.**
Early Indians Use Jones Valley. (Reading for "The South: Birmingham Case Study and the South as a Region". Grade Five (Unit IV) Project Social Studies.) ED 075 280
Selected Readings on Phoenix. Grade Five, Unit: Phoenix. ED 075 271
Student Almanac. Grade Five. ED 075 270
- Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.**
Attention and Reading Achievement in First Grade Boys and Girls. Research Report No. 43. ED 074 447
- Mississippi Head Start Training Coordinating Council, Jackson.**
Parent Involvement Staff Handbook: A Manual for Child Development Programs. ED 075 074
- Missouri State Dept. of Education, Jefferson City.**
Missouri Youth Speak Out: Results of the 1972 Statewide Essay Contest Sponsored and Conducted by the Foreign Language Association of Missouri. ED 074 854

Missouri Univ., Columbia. Dept. of Rural Sociology.

Changing Neighborhood and Clique Structure in Two Missouri Communities, 1955-66.
ED 074 353

Mobilization for Youth, Inc., New York, N.Y. Experimental Manpower Lab.

Fulfilling the Potential of NYC-2: Using Government Agencies for Training the Disadvantaged for Employment in Public and Private Sectors: II. The Consortium Model.
ED 075 638//

Fulfilling the Potential of NYC-2. The Pre-Program Orientation: Toward Enhancing Success in NYC-2 Job Training. Final Report.
ED 075 658//

Fulfilling the Potential of NYC-2. Linking the Neighborhood Youth Corps and MA-JOBS Program into a Sequential Training-Employment Model.
ED 075 659//

The Neighborhood Youth Corps Goes to Fiji: Job Training for Another Society's Disadvantaged Youth. Final Report.
ED 075 654//

Problems in the Application of Behavior Modification Principles for Teaching Job-Required Behaviors to Disadvantaged Manpower Trainees. Special Report.
ED 075 656//

Training Manpower Development Work Supervisors in the Use of Behavior Modification Techniques to Teach Job-Required Skills. Special Report.
ED 075 655//

Modern Language Association of America, New York, N.Y.

A Handbook on the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students: Their Nature, Uses and Limitations.
ED 074 855

Monash Univ., Clayton, Victoria (Australia). Early Australian Pronunciation.

Modes of Transcription in Natural Languages.
ED 074 860

Negative Transportation and Tag-Questions.
ED 074 835

Salvage Work in Australian Aboriginal Languages.
ED 074 836

Some Comments on the Verbs of Motion in Russian.
ED 074 861

Towards a Typology of Ludings, or Play-Languages.
ED 074 837

Montana State Univ., Bozeman. Cooperative Extension Service.

An Evaluation of the Crow 4-H Program. A Summary Introduction.
ED 075 148

Montana Univ., Missoula. Div. of Educational Research and Services.

Individualization of Instruction: The American Indian Student. Education Monograph No. 7.
ED 075 116

Montgomery County Public Schools, Rockville, Md.

Activities for Map and Compass Study, Grade Level 4-6. Environmental Education Series, Bulletin No. 247-I.
ED 075 224

Activities for Studying Megalopolis, Grade Level 4-8. Environmental Education Series, Bulletin No. 247-H.
ED 075 223

Activities for Studying Ponds (Limnology), Grade Level 5-6. Environmental Education Series, Bulletin No. 247-D.
ED 075 220

Activities for Studying Rocks and Soil, Grade Level 4-6. Environmental Education Series, Bulletin No. 247-E.
ED 075 221

Activities for Studying Seasonal Change, Grade Level K-1. Environmental Education Series, Bulletin No. 247-F.
ED 075 222

Activities for Studying Streams, Grade Level 5-6. Environmental Education Series, Bulletin No. 247-A.

Activities for Studying Weather, Grade Level 4-6. Environmental Education Series, Bulletin No. 247-C.
ED 075 217

Activities for Studying Wildlife, Grade Level 4-6. Environmental Education Series, Bulletin No. 247-B.
ED 075 219

Outdoor Art Activities, Grade Level K-12. Environmental Education Series, Bulletin No. 247-K.
ED 075 218

More, Combs, and Burch, Denver, Colo.
Tivoli Brewery: A Feasibility Study.
ED 074 634

Music Educators National Conference, Washington, D.C. Contemporary Music Project.

Source Book of African and Afro-American Materials for Music Educators.
ED 075 316//

Napa Coll., Calif.

Attrition Prevention Through Counseling Among Community College Students; NOR-CAL Phase III.
ED 075 012

Nassau County Board of Cooperative Educational Services, Jericho, N.Y.

Basic Steps in Planning Outdoor Education Day-Camping Programs. A Definitive Statement to Assist Teachers Involved in Day-Camping Programs.
ED 075 139

A Handbook for Outdoor Education on the Preserves of the Natural History Section, Nassau County Museum.
ED 075 141

Nassau County Museum, Mineola, N.Y.

A Handbook for Outdoor Education on the Preserves of the Natural History Section, Nassau County Museum.
ED 075 141

National Academy of Sciences - National Research Council, Washington, D. C. Div. of Behavioral Sciences.

Segregation in Residential Areas: Papers on Racial and Socioeconomic Factors in Choice of Housing.
ED 075 547//

National Academy of Sciences - National Research Council, Washington, D.C. Div. of Medical Sciences.

Roles and Resources of Federal Agencies in Support of Comprehensive Emergency Medical Services.
ED 075 640

National Advisory Council on Adult Education, Washington, D. C.

National Advisory Council on Adult Education: Annual Report.
ED 074 341

National Affairs, Inc., New York, N.Y.

Busing: A Review of "the Evidence."
ED 075 535

The Double Double Standard: A Reply.
ED 075 536

National Air Pollution Control

Administration (DHEW), Raleigh, N.C.
Air Pollution Translations: A Bibliography with Abstracts - Volume 2.
ED 075 235

National Art Education Association, Washington, D.C.

An Eye More Fantastical: Frank Barron. Research Monograph No. 3.
ED 075 311

National Association for Public Continuing and Adult Education, Washington, D.C.

Public Continuing and Adult Education 1973 Almanac.
ED 074 384//

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Management Systems and Budgeting Methodology: Do They Meet the Needs and Will They Work? Studies in Management.

A Study of Income and Expenditures in Sixty Colleges - Year 1953-1954.
ED 074 956

National Association of Educational Broadcasters, Washington, D.C.

Educational Radio: The Fifty-Year-Old Adolescent. ERIC/EBR Annual Review Paper.
ED 074 728

National Association of Elementary School Principals, Washington, D.C.

Research for the Practitioner in Education.
ED 075 342

National Bureau of Standards (DOC), Washington, D.C.

The International System of Units (SI).
ED 075 227

National Bureau of Standards (DOC), Washington, D.C. Center for Computer Sciences and Technology.

Standards for Teleprocessing; New Approaches for New Needs.
ED 074 721

National Catholic Educational Association, Washington, D.C.

The Catholic University in the Modern World.
ED 074 907

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Guidelines for Identifying, Classifying, and Serving the Disadvantaged and Handicapped Under the Vocational Education Amendments of 1968.
ED 075 580

National Center for Educational Statistics (DHEW/OE), Washington, D.C. Elementary and Secondary Surveys Branch.

Expenditures and Revenues for Public Elementary and Secondary Education, 1970-71.
ED 074 614

Preliminary Statistics of State School Systems 1969-70.
ED 074 628

National Center for Educational Statistics (DHEW/OE), Washington, D.C. Higher Education Surveys Branch.

Basic Student Charges 1968-69.
ED 074 988

Distribution of Physical Facilities Among Institutions of Higher Education Grouped By Level, Control, and Enrollment Size Fall 1968.
ED 074 990

Earned Degrees Conferred: 1969-70 Summary Data.
ED 074 986

Financial Statistics of Institutions of Higher Education. Commentary on Endowment, 1965-66 and 1966-67.
ED 074 989

Financial Statistics of Institutions of Higher Education: Student Financial Aid, 1966-67.
ED 074 991

Higher Education Salaries 1967-68.
ED 074 985

Inventory of Physical Facilities in Institutions of Higher Education Fall 1969.
ED 075 001

National Center for Experiments in Television, San Francisco, Calif.

Reflections on Two Media.
ED 074 724

Suggestions Toward a Small Video Facility.
ED 074 723

National Center for Health Statistics (DHEW), Rockville, Md.

Hearing and Related Medical Findings Among Children: Race, Area, and Socioeconomic Differentials United States.
ED 074 674

National Center for the Development of Training Materials in Teacher Education, Bloomington, Ind.

The Development of Protocol Materials. Acquiring Teacher Competencies: Reports and Studies.
ED 075 350

310 Institution Index

- I: An Introduction to Protocol and Training Materials. II: The Portrayal of Concepts: An Issue in the Development of Protocol Materials. ED 075 351
- National Committee on Employment of Youth, New York, N.Y.**
Evaluation Report: The City University of New York College Adapter Program. ED 074 970//
- National Council of Teachers of English, Champaign, Ill.**
Aspects of Reading. ED 074 478
Explorations in Children's Writing. ED 074 525
High Interest--Easy Reading for Junior and Senior High School Reluctant Readers. ED 074 524
Humanizing English: Do Not Fold, Spindle or Multilate. Classroom Practices in Teaching English 1970-1971. ED 074 521
Literature and the English Department. ED 074 522
The Promise of English. NCTE 1970 Distinguished Lectures. ED 074 523
- National Council of Teachers of English, Urbana, Ill.**
Typical Folly: Evaluating Student Performance in Higher Education. ED 074 519
- National Council of Teachers of Mathematics, Inc., Washington, D.C.**
Guidelines for the Preparation of Teachers of Mathematics. ED 075 226
- National Education Association, Washington, D.C.**
The Child in the Process: Affecting His Human Potential through LIFE. ED 074 650
A Comparison of the Project LIFE Vocabulary with a Functional Basic Word List for Special Pupils. ED 074 653
A Cooperative Parent-Teacher Model Using the Project LIFE Instructional System. ED 074 651
Environment and Population. A Sourcebook for Teachers. ED 075 315
Project LIFE, Visual-Perceptual Training. ED 074 652
- National Education Association, Washington, D. C. National Commission on Teacher Education and Professional Standards.**
The Meaning of Accountability: A Working Paper. ED 075 339
- National Foundation for the Improvement of Education, Washington, D.C.**
Informing the Public About Alternative Options for Financing the Public Schools. Final Progress Report. ED 074 638
- National Industries for the Blind, New York, N.Y.**
Multi-Handicapped Blind Persons Can Work. ED 074 665
- National Inst. for New Careers, Washington, D.C.**
New Careers Positions Descriptions: Sourcebook for Trainers, Entry Level. ED 075 595//
- National Institutes of Health (DHEW), Bethesda, Md.**
Federal Health Manpower Programs, 1970--Part I. Final Report. ED 075 582//
- National Institutes of Health (DHEW), Bethesda, Md. Div. of Research Grants.**
Training Impact of National Institutes of Health Research Grants. Part I: Hypotheses of Interest Concerning Individuals. Final Report. ED 075 586//
- National Institutes of Health, Bethesda, Md. Div. of Physician Manpower.**
Physicians-in-Residence: A Demonstration Project in Continuing Education. ED 075 604
- National Inst. of Education (DHEW), Washington, D.C.**
Implications of National Institute of Education Policies and Programs for Educational Technology. ED 074 761
- National Inst. of Law Enforcement and Criminal Justice, Washington, D.C.**
The Role of Correctional Industries--A Summary Report. ED 075 666
- National Inst. of Mental Health, Rockville, Md.**
Mental Health and Social Change: An Annotated Bibliography. ED 074 391
- National Inst. of Mental Health, Rockville, Md. Center for Minority Group Mental Health Programs.**
Bibliography on Racism. ED 075 523
- National Inst. of Mental Health, Rockville, Md. National Clearinghouse for Drug Abuse Information.**
Tune In, Drug Abuse News for Broadcasters About Broadcasting. ED 075 188
- National Inst. on Mental Retardation, Toronto (Ontario).**
Standards for Personnel Training in Mental Retardation and Related Developmental Handicaps. ED 074 662
- National Lab. for Higher Education, Durham, N.C.**
Role of the Academic Dean in Implementing Accountability: Anatomy of a Conference for Deans of Instruction in Two-Year Colleges. ED 075 014
- National Library of Medicine (DHEW), Bethesda, Md.**
The Future of the NLM (National Library of Medicine) Documents Section. ED 075 041//
- National Manpower Policy Task Force, Washington, D.C.**
Manpower Policy for Scientists and Engineers. ED 075 680
- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Weather Service.**
Hydrologic Services Course. ED 074 373
- National Organization for Women, Washington, D.C. Legal Defense and Education Fund.**
Equality of Opportunity in Higher Education - The Impact of Contract Compliance and the Equal Rights Amendment. ED 074 920
- National Petroleum Council, Washington, D.C.**
Environmental Conservation. The Oil and Gas Industries, Volume One. ED 075 164//
- National Planning Association, Washington, D.C. Center for Priority Analysis.**
Manpower Implications of New Legislation and New Federal Programs: Utilizing Persons with Engineering Backgrounds in the Health-Related Industries. ED 075 594//
- National Safety Council, Chicago, Ill.**
An Evaluation of the National Safety Council's Defensive Driving Course in Selected States. Final Report. ED 075 653//
- National School Boards Association, Waterford, Conn. Educational Policies Service.**
School Board Policies on Leaves and Absences. Educational Policies Development Kit. ED 074 618
- National School Public Relations Association, Arlington, Va.**
Desegregation: How Schools are Meeting Historic Challenge. Current Trends in School Policies and Programs Series, Number 3. ED 075 537
- National Science Foundation, Washington, D.C.**
Federal Funds for Research Development and Other Scientific Activities. Fiscal Years 1971, 1972, and 1973. Vol. 21. ED 074 962
National Science Foundation Annual Report 1972. ED 075 262
Selected Bibliography of Educational Materials in Pakistan, Vol. 5 No. 1, 1971: Period Covered, January-March 1971. ED 074 845
Selected Bibliography of Educational Materials in Pakistan, Vol. 5 No. 2, 1971: Period Covered, April-June 1971. ED 074 846
Selected Bibliography of Educational Materials in Pakistan, Vol. 5 No. 3, 1971: Period Covered, July-September 1971. ED 074 847
- National Transportation Safety Board (DOT), Washington, D. C. Bureau of Surface Transportation Safety.**
Highway Accident Report: Schoolbus/Automobile Collision and Fire, Near Reston, Virginia, February 29, 1972. ED 074 633
- Naval Academy, Annapolis, Md.**
Illustrated Texts (Master Set). ED 075 251
Remedial Sheets for Progress Checks, Segments 1-14. ED 075 249
Remedial Sheets for Progress Checks, Segments 19-40. ED 075 250
Revised Listing of Objectives, Appendix 1. ED 075 257
Self-Paced Physics, Course Materials. ED 075 236
Self-Paced Physics, Documentation Report, Final Report 5.0. ED 075 254
Self-Paced Physics, Documentation Report, Management System Report 5.4a. ED 075 255
Self-Paced Physics, Documentation Report, Course Description 5.1; Course Objectives 5.2.1; Course Structure and Sequence 5.2.2. ED 075 256
Self-Paced Physics, Documentation Report, Test Item Bank 5.3. ED 075 258
Self-Paced Physics, Documentation Report, Revision Process Documentation 5.5. ED 075 259
Self-Paced Physics, Instructor Manual. ED 075 237
Self-Paced Physics, Segment 18. ED 075 242
Self-Paced Physics, Segment 41A-41E. ED 075 248
Self-Paced Physics, Segments 1-5. ED 075 238
Self-Paced Physics, Segments 6-10. ED 075 239
Self-Paced Physics, Segments 11-14. ED 075 240
Self-Paced Physics, Segments 15-17. ED 075 241
Self-Paced Physics, Segments 19-23. ED 075 243
Self-Paced Physics, Segments 24-27. ED 075 244
Self-Paced Physics, Segments 28-31. ED 075 245
Self-Paced Physics, Segments 32-36. ED 075 246
Self-Paced Physics, Segments 37-40. ED 075 247

- Self-Paced Physics [Talking Book Cassette Tapes]. ED 075 253//
Talking Books (Master Set). ED 075 252
- Naval Personnel and Training Research Lab., San Diego, Calif.**
Development of Two Models for Improvement of a Combat Information Center Watch Officer Course: A Proposal for Implementation. Research Memo. (Final). ED 074 700//
Fixed Sequence and Multiple Branching Strategies in Computer Assisted Instruction. Research Report. ED 074 707//
- Naval Postgraduate School, Monterey, Calif.**
Analysis of a Cohort Prediction Model with Applications to Student Enrollment Forecasting. ED 074 966//
Course Scheduling to Find the Minimum Cost Set of Facilities Required. ED 074 371//
Establishing Criteria in Programmed Learning. ED 074 748//
A Study of the Monetary Value of the Master's Degree in Management Issued by the Naval Postgraduate School. ED 074 976//
- Naval Technical Training Command, Millington, Tenn. Research Branch.**
An Evaluation of a Race Relations Seminar. ED 074 366
- Naval Training Equipment Center, Orlando, Fla.**
Physiological Indices of a Simple Cognitive Task. ED 074 774
- Nebraska Univ., Lincoln.**
An Open University for the Midlands: Why and For Whom? ED 074 896
- Nebraska Univ., Lincoln. Media Research.**
Survey of Public Television Station Managers 1973. ED 074 762
- Nederland Independent School District, Tex.**
Physical Science-Supplement: Project Oriented. ED 075 441
- Needham, Harper, and Steers, Inc., New York, N.Y.**
The Growth of Television in the United States (1960 to 1980). ED 074 785
- New England Board of Higher Education, Wellesley, Mass.**
The Effects of Faculty Collective Bargaining on Higher Education. ED 074 918
New England Regional Student Program Evaluation 1957-1972. ED 074 916
- New Hampshire Univ., Durham. Bureau of Educational Research and Testing Services.**
Planning for Educational Decision-Making in the 70's. University of New Hampshire Summer Research Training Institute. Final Report and Supplementary Appendix D. ED 075 002
- New Hampshire Univ., Durham. Dept. of Sociology.**
"Hey You": A Study of the Social-Psychological Implications of Form of Address. ED 074 405
- New Hampshire Univ., Manchester. Merrimack Valley Branch.**
Library Technical Assistant -- A Paraprofessional Training Institute. Interim Report. ED 075 033
- New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.**
The Hispanic Experience in New Jersey Schools: An Issue Paper on a Topical Subject in Education. ED 074 831
- New Jersey State Div. on Civil Rights, Trenton.**
Enforcing Equality in Housing and Employment Through State Civil Rights Laws. The Administrative Process Project (1969-1972). ED 075 674//
- New Mexico State Dept. of Education, Santa Fe. Div. of Special Education.**
A Guide for the Teacher of the Trainable Mentally Handicapped. ED 074 667
- New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.**
American Indian Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 3. ED 075 121
Migrant Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 3. ED 075 162
- New School for Social Research, New York, N.Y.**
Eye Movement Disorders in Dyslexia. Final Report. ED 074 691
- New York City Board of Education, Brooklyn, N.Y. Bureau of Educational and Vocational Guidance.**
"Agenda for Action": A Report of the Guidance Advisory Council to the Board of Education of the City of New York. ED 074 415
- New York Inst. of Tech., Old Westbury.**
Illustrated Texts (Master Set). ED 075 251
Programmed Math Continuum, Level One, Algebra, Handbook. ED 075 200
Programmed Math Continuum, Level One, Algebra, Measurable Behavioral Objectives. ED 075 201
Programmed Math Continuum, Level One, Algebra, Volume 1. ED 075 202
Programmed Math Continuum, Level One, Algebra, Volume 2. ED 075 203
Programmed Math Continuum, Level One, Algebra, Volume 3. ED 075 204
Programmed Math Continuum, Level One, Algebra, Volume 4. ED 075 205
Programmed Math Continuum, Level One, Algebra, Volume 5. ED 075 206
Programmed Math Continuum, Level One, Algebra, Volume 6. ED 075 207
Programmed Math Continuum, Level One, Algebra, Volume 8. ED 075 209
Programmed Math Continuum, Level One, Algebra, Volume 9. ED 075 210
Programmed Math Continuum, Level One, Algebra, Volume 10. ED 075 211
Programmed Math Continuum, Level One, Algebra, Volume 11. ED 075 212
Programmed Math Continuum, Level One, Algebra, Volume 12. ED 075 213
Programmed Math Continuum, Level One, Algebra, Volume 13. ED 075 214
Programmed Math Continuum, Level One, Algebra, Volume 14. ED 075 215
Programmed Math Continuum, Level One, Algebra, Volume 15. ED 075 216
Remedial Sheets for Progress Checks, Segments 1-14. ED 075 249
Remedial Sheets for Progress Checks, Segments 19-40. ED 075 250
Revised Listing of Objectives, Appendix 1. ED 075 257
- New York Life Insurance Co., New York.**
High School Health Fairs. Manual for Conducting Medical Examinations for Students in a Large Urban High School. ED 075 544
- New York State Education Dept., Albany. Bureau for Mentally Handicapped Children.**
Programmed Math Continuum, Level One, Algebra, Volume 7. ED 075 208
- New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.**
Communications and Decision Making. Instructor's Guide for an Adult Course. ED 074 352
Environmental Relationships in Business. Instructor's Guide for an Adult Course. ED 074 351
Learning Laboratories for Unemployed, Out-of-School Youth. Occupational Orientation. ED 074 349
Learning Laboratories for Unemployed, Out-of-School Youth. Health Education - Part 1. ED 074 350
- New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.**
English Language Arts: Language Section K-12, Experimental Edition. ED 074 515
Strand I: Physical Health. Sensory Perception. Health Curriculum Materials Grades 4, 5, 6. ED 075 436
- New York State Education Dept., Albany. Bureau of Music Education.**
Major New Movements in Elementary School Education. Report on a One-Day Statewide Demonstration-Workshop. ED 075 328
- New York State Education Dept., Albany. Bureau of School and Cultural Research.**
A System of Objectives in Reading. A Draft Manual for the Selection of Reading Objectives in Project SPPED. ED 074 440

312 Institution Index

- New York State Education Dept., Albany.**
Bureau of Secondary Curriculum Development.
 Credit and the Consumer: One of a Series for Expanded Program in Consumer Education. ED 075 559
 English Language Arts: Language Section K-12, Experimental Edition. ED 074 515
 Strand I: Physical Health. Sensory Perception. Health Curriculum Materials Grades 7, 8, 9. ED 075 437
- New York State Education Dept., Albany.**
Bureau of Special Continuing Education.
 Training for New Trends in Clubs and Centers for Older Persons. ED 074 344
- New York State Education Dept., Albany.**
Center for International Programs and Cooperative Services.
 Teaching Notes on Population. ED 075 298
- New York State Education Dept., Albany.**
Curriculum Development Center.
 Strand I: Physical Health. Sensory Perception for Grades K-3. ED 075 435
- New York State Education Dept., Albany.**
Div. of Teacher Education and Certification.
 Teacher Education Programs and Certification Policies. 1972 Edition. ED 075 365
- New York State Education Dept., Albany.**
Educational Programs and Studies Information Service.
 Dissemination as a Process Component with Implications for Organizing a State Agency Dissemination Unit. ED 074 584
- New York State Education Dept., Albany.**
Foreign Area Materials Center.
 Intercultural Studies Information Service. Volume 1, Number 2. ED 075 299
- New York State Education Dept., Albany.**
Office of State History.
 Research and Publications in New York State History 1971-72. ED 075 329
- New York State Education Dept., Albany.**
Regents External Degree Program.
 Regents External Degree Associate in Applied Science in Nursing. ED 074 938
- New York State Public Service Commission, Albany.**
 Regulation of Cable Television by the State of New York. ED 074 788
- New York Univ., N.Y. Deafness Research and Training Center.**
 Curriculum Guide for Interpreter Training. ED 074 656
- New York Univ., N.Y. Inst. of Afro-American Affairs.**
 Ethnic Studies in Elementary Schools and Secondary Schools in New York. ED 075 558
 Institute for Training Minority Group Research and Evaluation Specialists II. ED 074 983
- New Zealand Council for Educational Research, Wellington.**
 Children's Reading Interests: A Wellington Survey. ED 074 452//
- North Carolina State Dept. of Public Instruction, Raleigh. Div. of Compensatory Education.**
 Migrant Education Administrative Handbook. Revised April 1973. ED 075 151
- North Carolina State Dept. of Public Instruction, Raleigh. Div. of Research.**
 A Formative-Summative Evaluation Design for a State-Sponsored Program of Educational Experimentation. ED 075 507
- North Carolina State Univ., Raleigh. Center for Occupational Education.**
 A Guide to the Coordination of Supportive Services for Vocational Education Students. ED 075 575
- North Central Technical Inst., Wausau, Wis.**
 Analysis of Skills Needed by Graduates of Associate Degree Insurance Major. Final Report. ED 075 616
- North Dakota State Advisory Council for Vocational Education, Fargo.**
 Annual Report of the North Dakota State Advisory Council for Vocational Education (Third), December 1972. ED 075 669
- North Dakota State Univ., Fargo. Coll. of Home Economics.**
 Identification of Common Content in Courses Offered by Various Vocational Services at the Secondary Level. Final Report. ED 075 622
 Teaching for Employability. ED 075 621
- Northeastern Univ., Boston, Mass. Center for Cooperative Education.**
 A Manual for Coordinators of Cooperative Education. ED 075 684
- Northeastern Univ., Boston, Mass. Coll. of Education.**
 A Systems Approach to the Development of Pupil Personnel Services. An Operating Manual. Final Report. ED 074 419
- North Las Vegas Library, Nev.**
 Right On, A List of Books By and About the American Negro. ED 075 061
- North Star Research and Development Inst., Minneapolis, Minn.**
 A Survey of Recent Literature Relevant to Optimizing the Benefits of Youth Projects for Rural Youth in the Southeastern States. Final Report. ED 075 591//
- Northwestern Univ., Evanston, Ill.**
 An Assessment of a Survey Feedback-Problem Solving-Collective Decision Intervention in Schools. Final Report. ED 074 602
 A Recognition Test of Vocabulary Using Signal-Detection Measures and Some Correlates of Word and Nonword Recognition. ED 074 520
- Northwestern Univ., Evanston, Ill. Univ. Libraries.**
 Survey of Transportation Libraries in the United States and Canada. ED 075 039//
- Northwest Regional Educational Lab., Portland, Oreg.**
 Social Studies: Application Units. Course II, Teachers. Computer-Oriented Curriculum. REACT (Relevant Educational Applications of Computer Technology). ED 075 272
- Norton Public Schools, Mass.**
 English Department Midi Course Curriculum for Juniors and Seniors at Norton High School. ED 074 490
- Office for Civil Rights (DHEW), Washington, D.C.**
 Higher Education Guidelines for Executive Order 11246. ED 074 893
- Office of Child Development (DHEW), Washington, D.C.**
 Head Start Program Performance Standards. OCD-HS Head Start Policy Manual. ED 075 082
- Office of Education (DHEW), Washington, D.C.**
 Administration of Occupational Education: A Suggested Guide. ED 075 614
 The Education Professions 1971-72. Part I - The Need for Teachers in Our Schools and Colleges. ED 075 388
 Give-Away Book Programs Combined with Title II Reading Projects. ESEA Title II and The Right to Read, Notable Reading Projects No. 9. ED 074 437
 The Right to Read; General Plan of Action for School Based Right to Read Centers. ED 074 476
- Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.**
 A Title I ESEA Case Study: Spanish English Developmental Program, Buffalo, New York. ED 074 869
- Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.**
 The Research and Development Center Program of the U. S. Office of Education. ED 075 409
- Office of Naval Research, London (England).**
 Asian Institute of Technology. ED 074 965//
 Microbiology in Scotland and Northern England. ED 074 975//
- Ohio State Advisory Council for Vocational Education, Columbus.**
 Allied Health Manpower in Ohio: Employment Trends and Prospects. ED 075 644
- Ohio State Dept. of Education, Columbus. Div. of Special Education.**
 The Bender Gestalt Test with the Human Figure Drawing Test for Young School Children. A Manual for Use with the Koppitz Scoring System. ED 074 645
- Ohio State Dept. of Education, Columbus. Div. of Vocational Education.**
 Career Motivation: Curriculum Guide for Grades K-6. Ohio's Career Continuum. ED 075 641
- Ohio State Univ., Columbus. Center for Human Resource Research.**
 Allied Health Manpower in Ohio: Employment Trends and Prospects. ED 075 644
- Ohio State Univ., Columbus. Center for Science and Mathematics Education.**
 An Innovative Program for Preparing Secondary School Teachers in Science and Mathematics Education. ED 075 432
- Ohio State Univ., Columbus. Center for Vocational and Technical Education.**
 Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 6, No. 1. ED 075 568
 Abstracts of Research Materials in Vocational and Technical Education (ARM), Volume 6, Number 1. ED 075 569
 Determining Occupational Emphases for High School Program Design. Final Report. ED 075 572
 Establishment of a Comprehensive Data System for Occupational Training in Kentucky--Phase I, Final Report. ED 075 647
 Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Instructional

- Materials in Vocational and Technical Education (AIM), Volume 6, Number 2. ED 075 688
Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 6, Number 3. ED 075 685
National Conference on Career Education. Final Report. ED 075 570
Opinion Leaders in the Organizational Structure of Two State Divisions of Vocational and Technical Education. Final Report. ED 075 573
Supplement to Abstracts of Instructional Materials for Career Education. ED 075 576
- Ohio State Univ., Columbus. Cooperative Extension Service.**
Perceived Training Needs of Urban 4-H Agents Working with Disadvantaged Audiences. ED 074 385
- Okaloosa-Walton Junior Coll., Niceville, Fla.**
Occupational Needs Survey for the Okaloosa-Walton Junior College District Conducted During July and August, 1971. ED 075 500
- Oklahoma Curriculum Improvement Commission, Oklahoma City.**
Oklahoma Curriculum Guide for Teaching Safety Education. ED 075 664
- Oklahoma State Advisory Council for Vocational-Technical Education, Oklahoma City.**
Annual Report of the Oklahoma State Advisory Council Vocational-Technical Education (Fourth). ED 075 652
- Oklahoma State Dept. of Education, Oklahoma City.**
Oklahoma Curriculum Guide for Teaching Safety Education. ED 075 664
Oklahoma in the World: Guide to the Improvement of the Teaching of Modern Foreign Languages. ED 074 843
Recipes for Teaching Foreign Languages in Oklahoma. ED 074 844
- Old Dominion Univ., Norfolk, Va.**
A Cooperative Program in Teacher Education. ED 075 361
- Olivet Nazarene Coll., Kankakee, Ill.**
Interim Report on CETA. ED 075 359
- Ontario Inst. for Studies in Education, Toronto.**
Man in Society. ED 075 312
- Operations Research, Inc., Silver Spring, Md.**
The All Volunteer Navy and The Schools: Recommendations for Integration of Navy Careers into Career Education. Final Report. ED 075 602
- Oral History Association, New York, N. Y.**
Selections from the Fifth and Sixth National Colloquia on Oral History. ED 074 544//
- Oregon State System of Higher Education, Monmouth. Teaching Research Div.**
Impact 6 of the Title VI Programs in the State of Oregon September, 1971-August, 1972. ED 074 681
- Oregon Univ., Eugene. Dept. of Special Education.**
New Organizational Patterns and Delivery Systems. ED 074 600
- Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.**
Acoustical Environments. Educational Facilities Review Series Number 16. ED 074 586
Administrator Evaluation. Educational Management Review Series Number 15. ED 074 588
Management Styles. Educational Management Review Series Number 17. ED 074 607
Nongraded Schools. Educational Management Review Series Number 16. ED 074 608
Site Selection. Educational Facilities Review Series Number 18. ED 074 609
Thermal Environments. Educational Facilities Review Series Number 17. ED 074 587
- Oregon Univ., Eugene. Northwest Regional Special Education Instructional Materials Center.**
An Investigation of Teacher Expectancies of Instructional Materials. Research Report #2. ED 075 345
- Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.**
Information Memorandum on the Organisation's Activities in Education, 1971-1972. ED 074 760
- Organization for Social and Technical Innovation, Newton, Mass.**
Philadelphia's Parkway Program: An Evaluation. ED 075 534
- Pacific Oaks Coll., Pasadena, Calif.**
Patterns of Teacher Behavior in Preschool Programs. ED 075 092
- Peat, Marwick, Mitchell and Co., Chicago, Ill.**
Search and Assessment of Commercial Career Education Materials. ED 075 657
- Pennsylvania School Boards Association, Inc., Harrisburg.**
The School Board President. Guidelines for Better Board Meetings. ED 074 616
- Pennsylvania State Dept. of Education, Harrisburg.**
Addresses of Embassies, Consulates, and Educational and Information Offices of Interest to Foreign Language Teachers. ED 074 853
Standards for the Operation of Special Education Programs and Services. ED 074 646
- Pennsylvania State Dept. of Education, Harrisburg. Bureau of General and Academic Education.**
A Guide to Field Mathematics. ED 075 232
- Pennsylvania State Modern Language Association.**
Ethnic Values and Language Learning. ED 074 859
- Pennsylvania State Univ., University Park.**
A Case Methodology for the Study of the Drawing Process and the Drawing Series. Final Report. ED 075 274
- Pennsylvania Univ., Philadelphia. Annenberg School of Communications.**
The State of the Art Films in Instruction, 1972: A Second Look. ED 074 753
- Pennsylvania Univ., Philadelphia. Wharton School of Finance and Commerce.**
Opening the Skilled Construction Trades to Blacks: A Study of the Washington and Indianapolis Plans for Minority Employment. Final Report. ED 075 590//
- People-To-People Committee for the Handicapped, Washington, D.C.**
Directory of Organizations Interested in the Handicapped. ED 074 671
- Philippines Univ., Quezon City. Asian Inst. for Teacher Educators.**
Trends in Teacher Education. Number 12, Trends in the Ruralization of Primary School Curriculum in the Seventies and the Role of Teacher Education Institutions in Asian Countries. ED 075 118
- Pinellas County District School Board, Clearwater, Fla.**
Curriculum Guide Functional Level A Exceptional Child Program. ED 074 657
How to Pass the Road Rules Test. Revised 1973. ED 074 658
- Pittsburgh Univ., Pa. Advisory Council on Women's Opportunities.**
Prologue to the Women Studies Program, University of Pittsburgh. ED 074 890
- Pittsburgh Univ., Pa. University Urban Interface Program.**
The General Public Views the University: A Report of Community Interviews. ED 075 003
- Planned Parenthood--World Population, New York, N.Y. Katherine Dexter McCormick Library.**
Current Literature in Family Planning, November 1972, No. 51. ED 075 189
- Pontiac City School District, Mich.**
A Junior High School Industrial Technology Demonstration Program The World of Construction, 1969-1970. Final Report. ED 075 661
- President's Committee on Employment of the Handicapped, Washington, D.C.**
Twenty-fifth Anniversary Annual Meeting, Minutes. May 3, 4, 5, 1972. ED 074 666
- Prince George's County Board of Education, Upper Marlboro, Md.**
French for Travelers--Spanish for Travelers: Nonsequential Semester Courses in the Foreign Language Area. Guidelines and Handbook. ED 074 800
- Princeton Univ., N.J.**
Variations in the Structure and Use of Standard English. Final Report. ED 074 526
- Public Administration Service, Washington, D.C.**
An Inquiry into the Patterns Among the States for Funding Public Library Services. ED 075 031
- Puerto Rico Univ., Rio Piedras. School of Architecture.**
The Social-Action Role of the University: San Juan, Puerto Rico. A Study of the Torrecilla Baja (Pinones) Community. Final Report. ED 074 992
- Queensland Dept. of Education, Brisbane (Australia).**
Research Report on Some Effects of an Experimental Language Development Program on the Performance of Aboriginal Children in Their First Year at School. ED 074 857
- Quill and Scroll Studies, Tallahassee, Fla.**
Evaluative Criteria for High School Textbooks in Journalism and Mass Media. ED 074 516
Newspaper Guidelines for High School Journalists. ED 074 517
- Quincy Coll., Ill.**
Elementary Teacher Training Specialization. ED 075 417

- Rand Corp., Santa Monica, Calif.**
Cable Television: A Guide to Federal Regulations. ED 074 783//
Cable Television: A Handbook for Decision-making. ED 074 778//
Cable Television: A Summary Overview for Local Decisionmaking. ED 074 779//
Cable Television: Citizen Participation in Planning. ED 074 781//
Cable Television: Citizen Participation After the Franchise. ED 074 784//
Cable Television: Technical Considerations in Franchising Major Market Systems. ED 074 782//
Cable Television: The Process of Franchising. ED 074 780//
Evaluation Results for the Los Angeles Women's Job Corps Center. ED 075 524
Methodological Advances in Political Gaming: The One-Person Computer Interactive, Quasi-Rigid Rule Game. ED 074 693//
The MODIA Questionnaire for Curriculum Analysis. ED 074 738
An Overview of MODIA: A Method of Designing Instructional Alternatives for Air Force Training. ED 074 739
Population Growth and Resource Requirements for U.S. Education. ED 074 583
Simultaneous Estimation of Teacher Mobility and Reading Scores. ED 075 358
Theoretical Models of School District Expenditure Determination and the Impact of Grants-in-Aid. ED 074 596
- Redstone Scientific Information Center, Redstone Arsenal, Ala.**
Proceedings of Military Librarians' Workshop (16th, October 2-4, 1972) Technology Transfer. ED 075 035
- Reedley Coll., Calif.**
California Community College Testing Survey. ED 075 027
- Research Analysis Corp., McLean, Va.**
Student Instructor Load Model-Phase II (SIL-II). Summary Description. ED 074 339//
- Research Triangle Inst., Durham, N.C.**
Statistics Research Div.
Some Implications of the National Assessment Model and Data for State and Local Education. ED 074 620
- Rhode Island Coll., Providence.**
Counselor Education: A Program in Functional Humanism. ED 075 422
- Rhode Island State Dept. of Education, Providence.**
Title I. Elementary and Secondary Education Act in Rhode Island. Sixth Annual Evaluation, Fiscal Year 1970-71. ED 074 601
- Roger Williams Coll., Bristol, R.I.**
Roger Williams College University Without Walls Urban Studies Center. ED 074 899
- Rutgers, The State Univ., Newark, N.J. Law School.**
Enforcing Equality in Housing and Employment Through State Civil Rights Laws. The Administrative Process Project (1969-1972). ED 075 674//
- Rutgers, The State Univ., New Brunswick, N.J. Bureau of Library and Information Science Research.**
Measurement of Effectiveness of Public Library Service Study. A Report on Phases I and II. ED 075 052
- Rutgers, The State Univ., New Brunswick, N.J. Dept. of Psychology.**
To Drink or Not to Drink An Experimental Analysis of the Effects of Group Decision-Making on Group Drinking by Alcoholics. ED 074 397
- Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.**
Behavioral Outcomes for Career Education. Proceedings (29th Rutgers Guidance Conference, New Brunswick, N. J., October 18, 1972). ED 074 398
Project WE 1972-73: A Social System Approach to Training Leaders for Urban Schools. ED 075 418
- Rutgers, The State Univ., New Brunswick, N.J. Inst. of Management and Labor Relations.**
Faculty Bargaining: A Conceptual Discussion. Final Report. ED 074 993
Job Training: The WIN Program for Welfare Mothers. ED 074 319
- Sacramento County Dept. of Education, Calif.**
Evaluation System Model for the Basic Functions of Vocational Education in California: A Computer Based Evaluation System for Vocational Education. ED 075 667
- Saint Clair Coll. of Applied Arts and Technology, Windsor (Ontario).**
Humanistic Education Through Community Development. ED 074 422
- Saint Francis Coll., Fort Wayne, Ind.**
Teacher Educational Experiences Program: An Affective-Based Program of Self-Selection for Undergraduate Teacher Candidates. ED 075 423
- San Bernardino County Schools, Calif. Regional Project Office.**
Mi Libro: Initial Reading in Spanish--Pre-Reading Workbook, Teacher's Edition. ED 074 830
They Help Each Other Learn: A Group Participation and Leadership Training Manual. ED 074 829
Things to Do....Activities for a Bilingual Classroom. ED 074 828
We Learn Together: A Small Group Process Manual for Secondary Teachers. ED 074 827
- San Diego City Schools, Calif.**
Materiales en Marcha para el Esfuerzo Bilingue-Bicultural (Materials on the March for the Promotion of Bilingualism/Biculturalism). September 1972. ED 074 833
Materiales en Marcha para el Esfuerzo Bilingue-Bicultural (Materials on the March for the Promotion of Bilingualism/Biculturalism). November, 1972. ED 074 851
- San Jose State Coll., California. Dept. of Psychology.**
Personality Changes Associated With a College Education. ED 074 987
- Santa Barbara City Coll., Calif. Tutorial Center.**
Tips for Tutors. ED 075 396
- Santa Barbara Elementary and High School District, Calif.**
Librarians Workshop: Library Goals, Objectives, Program, Evaluation. ED 075 060
- Santa Clara County Office of Education, San Jose, Calif. Center for Planning and Evaluation.**
Evaluation of the Effects of the Eager to Learn Teacher Inservice Television Series. ED 074 757
- Sarawak Council for Further Education, Kuching (Malaysia).**
Report of Sarawak Council for Further Education. ED 074 377
- Saskatchewan NewStart, Inc., Prince Albert.**
Introducing the Small Business Management Course. ED 075 648
- Schweizerischer Lehrerverein, Zurich.**
Die Gesamtschule als Erziehungsprinzip der Kibbuzgemeinschaft (The Comprehensive School as the Educational Principle of the Kibbutz). ED 074 798
- Science Research Associates, Inc., Chicago, Ill.**
Role-Playing Methods in the Classroom. ED 075 276//
- Scientific Educational Systems, Inc., Silver Spring, Md.**
The Program Data Analysis Plan for Colorado Special Education. ED 074 649
Program Description and Process Guide for the Program Data Analysis Plan for Colorado Special Education. ED 074 648
- Scottish Education Dept., Edinburgh.**
Committee on Research and Development in Modern Languages: First Report. ED 074 791//
- Seattle Public Schools, Wash. Planning and Evaluation Dept.**
Students Helping Students Program, 1971-72. Final Report. ED 074 473
- Sheboygan Public Schools, Wis.**
K-14 Career Education Multi-Media Catalogue. ED 075 639
- Sheridan School District 2, Englewood, Colo.**
Project Outreach for Optimum Growth of Alienated Youth Who Reject School. ED 075 522
- Six Institutions' Consortium, Greensboro, N.C.**
Black Arts in Today's Curriculum. ED 074 951
Curricular Approaches to African and Afro-American Studies. ED 074 952
The Life Sciences and Society: An Approach to the Study of the Black Experience. ED 074 959
Pan-Africanist Approach to Modern Language Study. ED 074 957
Towards An Interdisciplinary Core Curriculum in Afro-American Studies. ED 074 953
- Smithsonian Institution, Washington, D. C. National Reading is Fundamental Program.**
RIF's [Reading is Fundamental] Guide to Book Selection 1973. ED 074 455
- Soap and Detergent Association, New York, N.Y.**
Programmed Cleaning and Environmental Sanitation. ED 074 613//
- Social and Rehabilitation Service (DHEW), Washington, D.C. Assistance Payments Administration.**
A Guide for Training Supervisors of Income Maintenance Staff. ED 074 324
- Social and Rehabilitation Service (DHEW), Washington, D.C. Rehabilitation Services Administration.**
The Vocational Rehabilitation of Deaf People. ED 075 642
Workshop on Evaluation and Recommendations Relating to the National Conference for Coordinating Vocational Rehabilitation and Educational Services for Deaf People. ED 074 356

- Social Science Research Council, New York, N.Y.**
A Study of Language and Area Programs. Final Report. ED 074 865
- Sonoma State Coll., Rohnert Park, Calif.**
Chicano Children's Literature, Annotated Bibliography. ED 075 158
- South Bend Community School Corp., Ind.**
A Nongraded Phase Elective Senior High English Curriculum. ED 074 512
- South Carolina Commission on Higher Education, Columbia.**
Annual Report of the South Carolina Commission on Higher Education. ED 074 947
- South Dakota State Dept. of Public Instruction, Pierre.**
[Management By Objectives Program.] ED 075 300
- Southeast Asian Ministers of Education Organization (Singapore). Regional Center for Educational Innovation and Technology.**
Alternatives in Education: A Regional Practicum. ED 074 590
- Southeastern State Coll., Durant, Okla.**
Partners in the Education of Teachers: A Cooperative Program Between a College, a Small Rural School, and a Rural Community. ED 075 424
- Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Colleges.**
A Summary Report of the Study "Areas of Concern in Technical Institute Accreditation." ED 075 606
- Southern California Regional Occupational Center, Torrance.**
Performance and Attitude Guidance Selection Model for Vocational Training. Final Report. ED 075 615
- Southern Illinois Univ., Carbondale. Instructional Materials Dept.**
Study of Telecommunications Programs in Selected Universities in the United States. ED 074 726
- Southwestern Library Interstate Cooperative Endeavor, Dallas, Tex.**
SLICE Office Quarterly Report for the Period January 1, 1973 to March 31, 1973. ED 075 034
- Southwest Intergroup Relations Council, Inc., Austin, Tex.**
A Bilingual Approach: Education for Understanding, Leadership Report. ED 075 106
- Special Action Office for Drug Abuse Prevention, Washington, D.C.**
Special Action Office for Drug Abuse Prevention Answers the Most Frequently Asked Questions About Drug Abuse. ED 075 187
- Special Services for Groups, Inc., Los Angeles, Calif.**
Cultural Identity: An Approach to Preventing Delinquency Among Chicanos. ED 075 136
- Stanford Research Inst., Menlo Park, Calif.**
Work Activities and Attitudes of Scientists and Research Managers: Data from a National Survey. R and D Studies Series. ED 075 583//
- Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.**
Anticipating Educational Issues Over the Next Two Decades: An Overview Report of Trends Analysis. Research Memorandum No. 18. ED 074 627
- Stanford Univ., Calif. Academic Planning Office.**
The Influence of Appointment, Promotion, and Retirement Policies on Faculty Rank Distributions. ED 074 982
- Stanford Univ., Calif. Dept. of Computer Science.**
Computer-Based Analytic Grading for German Grammar Instruction. Psychology and Education Series. Technical Report Number 199. ED 074 787
- Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.**
Educational Radio: The Fifty-Year-Old Adolescent. ERIC/EBR Annual Review Paper. ED 074 728
The Invisible Medium: The State of the Art of Microform and a Guide to the Literature. ED 075 029
- Stanford Univ., Calif. Inst. for Communication Research.**
Instructional Television in the Educational Reform of El Salvador. Information Bulletin Number Three. ED 074 763
- Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.**
Computer-Based Analytic Grading for German Grammar Instruction. Psychology and Education Series. Technical Report Number 199. ED 074 787
Mathematical Models of Elementary Mathematics Learning and Performance. Final Report. ED 075 264
Using Satellites to Improve Efficiency in Delivery of Educational Services. ED 074 789
- Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.**
Collaboration Between Educational Researchers and School Personnel: Some Reflections and Proposals for Reducing the Research-to-Practice Gap. ED 075 410
An Experiment in Teaching Reading to Bilingual Kindergarten Children. Research and Development Memorandum No. 102. ED 074 465
A Test of Proficiency in Black Standard and Nonstandard Speech. Research and Development Memorandum #101. ED 075 497
- State Univ. of New York, Buffalo.**
Individual Differences in Learning and Retention. Final Report. ED 074 485
- State Univ. of New York, Buffalo. Coll. at Buffalo. Educational Research and Development Complex.**
Improving and Expanding Existing Computer Based Resource Units. Final Report. ED 074 713
- State Univ. of New York, Buffalo. Univ. Research Office.**
Senior Survey 71. Part II: Experiences at SUNY/B. ED 074 925
- State Univ. of New York, Fredonia. Teacher Education Research Center.**
Differentiated Staffing and Non-Teamed Organizational Structures as They Affect Elementary School Teacher-Pupil Interaction. ED 075 090
A Field Test of the Effectiveness of One of the Utah State University Protocol Training Materials, In An Inservice Workshop Setting. ED 075 341
- State Univ. of New York, Geneseo. Center for Migrant Studies.**
A Comparison of the Verbal Behaviors of Teachers in Interaction with Migrant and Non-Migrant Students. ED 075 160
- State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.**
Rehabilitation, Sheltered Workshops, and the Disadvantaged: An Exploration in Manpower Policy. ED 075 609//
- State Univ. of New York, Stony Brook.**
Laboratory Studies of Imitation and Language Acquisition: Is there an Interface with the Normal Environment? ED 075 081
Perceptions of Success and Failure by Disadvantaged Elementary School Children. Final Report. ED 075 554
- Statistics Canada, Ottawa (Ontario). Education Div.**
Vocational and Technical Training--1970-71. ED 075 599
- Status of Women Committee, Maryland Univ., College Park.**
Beliefs of Women Faculty About Discrimination. ED 075 005
- Study Commission on Undergraduate Education and the Education of Teachers.**
Nothing But Praise: Thoughts on the Ties Between Higher Education and the Federal Government. ED 074 963
- Syracuse Univ., N.Y. Children's Center.**
Assessing Teacher Behaviors with Infants in Day Care. ED 075 505
- Syracuse Univ., N.Y. Computer Based Project.**
Conjugate Reinforcement. ED 074 767
- Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education.**
Continuing Education in the Health Professions. A Review of the Literature: 1960-1970. ED 074 367
The Education of the Mentally Retarded Adult: A Selective Review of Recent Literature. ED 074 345
Research and Investigation in Adult Education: 1972 Annual Register. ED 074 333
- Syracuse Univ., N.Y. School of Social Work.**
Undergraduate Social Work Education for Practice: A Report on Curriculum Content and Issues. ED 074 894
- Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.**
Uses of Technology in Community Colleges: A Resource Book for Community College Teachers and Administrators. ED 075 028
- Taconic Data Research, Inc., Uniondale, N.Y. Education Systems Div.**
Library Technical Assistant -- A Paraprofessional Training Institute, Interim Report. ED 075 033
- Teaching and Learning Research Corp., New York, N.Y.**
Final Report of an Evaluation of the Corrective Reading Services in Non Public Schools, July 1972. ED 075 548
Final Report of an Evaluation of the ESEA Title I Programs, Community School District 1, Board of Education of the City of New York. ED 075 550
Final Report of High School Homework Helper Program. Summer 1972. ED 075 549
Final Report of the Evaluation of the 1971-72 Benjamin Franklin Urban League Street Academy. ED 075 557

316 Institution Index

- Technical Education Research Center, Champaign, Ill.**
Training State and Local Instructors in the Use of National Highway Traffic Safety Administration Curriculum Package: Driver License Examiner. Final Report.
ED 075 588//
- Tecnica Education Corp., San Carlos, Calif.**
Social Studies: Application Units. Course II. Teachers. Computer-Oriented Curriculum. REACT (Relevant Educational Applications of Computer Technology).
ED 075 272
- TelePrompTer Corp., New York, N.Y.**
The Computer in the Living Room.
ED 074 735//
- Tennessee Higher Education Commission, Nashville.**
Medical Education for Tennessee. A Report of the Tennessee Higher Education Commission.
ED 074 955
- Tennessee Occupational Research and Development Coordinating Unit, Knoxville.**
Region II National Dissemination Conference (Knoxville, Tenn., October 10-11, 1972).
ED 075 577
- Tennessee Univ., Knoxville. Agricultural Extension Service.**
Four-H Leadership Training Needs of Tennessee Agents, 1970.
ED 074 316
- Tennessee's Extension Food and Nutrition Education Program.
ED 075 428
- Tennessee Univ., Knoxville. Coll. of Education.**
University of Tennessee-Clinch-Powell Student Teaching Project.
ED 075 416
- Texas A and I Univ., Laredo.**
A Brief History of Texas A & I University at Laredo (First "Upper-Level" College in Texas).
ED 074 892
- Texas A and M Univ., College Station.**
Programa De Educacion Interamericana.
ED 075 440
- Texas A and M Univ., College Station. Dept. of Agricultural Economics and Rural Sociology.**
A Bibliographical Guide to Structural Development.
ED 074 375
- Texas A and M Univ., College Station. Texas Agricultural Experiment Station.**
Use of Spanish and Aspirations for Social Mobility Among Chicanos: A Synthesis and Evaluation of Texas and Colorado Findings.
ED 075 128
- Texas A and M Univ., College Station. Texas Agricultural Extension Service.**
Mental Retardation in Rural Texas; An Examination of Selected Counties.
ED 075 157
- Texas Christian Univ., Fort Worth.**
Preliminary Studies on a Test of Pattern Learning for Aptitude Assessment With Disadvantaged Students. Final Report.
ED 075 555
- Texas Christian Univ., Fort Worth. Inst. of Behavioral Research.**
The Interaction of Individuals in the College Setting with Their Environments.
ED 074 971//
- Texas Coll. and Univ. System, Austin. Coordinating Board.**
Annual Report of the Coordinating Board, Texas College and University System, 1972.
ED 074 934
- Texas Congressional District Number 24.**
An Experiment in Using Lay-Off Time for Improving Workers' Advancement Potential. Report on Two Years of the Job Advancement Training Program.
ED 075 605
- Texas Education Agency, Austin. Div. of Evaluation.**
Texas Achievement Appraisal Study, 1971.
ED 074 390
- Thompson Associates, Redwood City, Calif.**
Clackamas Community College Master Planning Program. Final Report.
ED 075 008
- Thompson, Lewin, and Associates, Inc., Washington, D.C.**
Strengthening Manpower Programs for Spanish-Speaking Americans. Report of the Department of Labor Study Group on Manpower Needs of Spanish-Speaking Americans.
ED 075 626
- Toronto Board of Education (Ontario). Research Dept.**
The "Graduate" Study.
ED 074 794
- Learning English as a Second Language: A Summary of Research Department Studies.
ED 074 793
- Reception Areas of Non-English Speaking Pupils: An Extension of Cost Analysis Data.
ED 074 795
- Training Research and Development Station, Prince Albert (Saskatchewan).**
Introducing the Small Business Management Course.
ED 075 648
- Tulsa Public Schools, Okla.**
Profiles of the Tulsa Public Schools. A School-by-School Report of Pupil and Community Factors, Resource Allocations and Achievement Test Results for the 1971-1972 School Year.
ED 075 494
- Twentieth Century Fund, New York, N.Y.**
A Free and Responsive Press. The Twentieth Century Fund Task Force Report for a National News Council.
ED 074 717//
- Unco, Inc., Washington, D.C.**
Evaluation of the Effectiveness of Pre- and Post-Enrollment Services to Job Corps Enrollees. Final Report.
ED 075 593//
- United Church of Christ, New York, N.Y.**
Guide to Understanding Broadcast License Applications and Other FCC Forms.
ED 074 772
- Public Television Station Employment Practices and the Composition of Boards of Directors: The Status of Minorities and Women.
ED 074 742
- United Hospital Fund of New York, N.Y.**
How to Plan an Inservice Education for (Your) Nursing Home.
ED 074 361//
- Inservice Education: Consultation and Related Services for Nursing Home Personnel. Final Report.
ED 074 359//
- Nursing Home Trainer Program Information Service. A Selected Bibliography.
ED 074 360//
- United Ministries in Higher Education, St. Louis, Mo.**
Community College - Church Project of the Church in Higher Education. Preliminary Report. Project and Community College Institute of Columbia University.
ED 075 013
- United Nations Economic and Social Council, New York, N.Y.**
Secondary Education, Social Structure and Development in Latin America.
ED 075 278
- United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.**
Progress of Education in the Asian Region. Statistical Supplement.
ED 075 294
- United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.**
Community Schools in Developing Countries. International Studies in Education 23.
ED 074 381//
- United Nations Educational, Scientific, and Cultural Organization, Paris (France).**
Adult Education as Part of Life-Long Education.
ED 074 330
- Adult Education in Tanzania: Life-Long Process for National Development.
ED 074 328
- DARE: Unesco Computerized Data Retrieval System for Documentation in the Social and Human Sciences (Including an Analysis of the Present System).
ED 074 744//
- The Education of Adults in the Spectrum of Public Educational Policy: Principles and Practice of the Department of Adult Education in the University of Manchester, United Kingdom.
ED 074 338
- Life-Long Education in the Light of Certain Experiments-From Conception to Realization.
ED 074 332
- Life-Long Education in the Peruvian Revolution: Meaning, Realizations and Perspectives.
ED 074 336
- Life-Long Education: Problems, Tasks, Conditions.
ED 074 327
- Nature and Purpose of the International Symposium on Life-Long Education (Paris, September 25 - October 2, 1972).
ED 074 331
- The School and Continuing Education: Four Studies.
ED 074 365//
- In Search of Life-Long Education.
ED 074 335
- Some Trends and Reforms in the Educational Policy of Norway in the Light of the Concept of Life-Long Education.
ED 074 368
- Statement Regarding Life-Long Education.
ED 074 334
- Strategies for Directing Existing Educational Systems Towards Life-Long Education: What Algerian Experience Has to Contribute.
ED 074 329
- Towards the Construction of Life-Long Education System.
ED 074 337
- The Training of Adult Middle-Level Personnel.
ED 074 382//
- United Nations Educational, Scientific, and Cultural Organization, Paris (France). Dept. of Mass Communication.**
The Practice of Mass Communication: Some Lessons from Research.
ED 074 746
- The Role of Film in Development.
ED 074 751
- United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.**
Financing Students in Higher Education: Educational, Social and Economic Implications of Alternative Methods of Finance.
ED 074 884
- Some Problems in the Planning of Higher Education in the USSR.
ED 074 885
- United Nations Food and Agriculture Organization, Rome (Italy).**
Agricultural Extension. A Reference Manual.
ED 075 628
- Training for Agriculture: Annual Review of Selected Developments.
ED 075 670
- University of Northern Iowa, Cedar Falls. Malcolm Price Lab. School.**
Cross-Cultural Counseling: Bridge Between Desegregation and Integration. A Study Relative to Group Counseling and its Impact on Students and Faculty.
ED 074 417

- University of Southern California, Los Angeles.**
Media Presentation and Concept Representation Variables in Independent Learning. Final Report. ED 074 764
- University of Southern Mississippi, Hattiesburg. Bureau of Educational Research.**
A Program for Early Detention and Attitudinal Reorientation of Potential School Dropouts. ED 074 407
- University of South Florida, Tampa. Coll. of Education.**
University of South Florida Field Test of the Michigan State University Protocol Materials on Learning. Final Report. ED 075 379
- Upper Iowa Univ., Fayette.**
Brotherhood Through Education: A Guide for Teachers of American Indians. ED 075 154//
- Urban Inst., Washington, D.C.**
The Atlanta/Urban Institute School Classification Project. ED 075 545
Paying for Public Schools. Issues of School Finance in California. ED 074 597//
- Utah Univ., Salt Lake City. Human Resources Inst.**
Proceedings of National Conference on State and Local Manpower Planning (Salt Lake City, Utah, April 28-30, 1971). ED 075 592//
- Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.**
A Description of Charles Dickens Annex, 1971-72. ED 074 610
- Vanderbilt Univ., Nashville, Tenn.**
Communication for Handicapped Children. Final Report. ED 074 688
- Virginia Commonwealth Univ., Richmond.**
Application of Linear Programming Models To Determine Optimum School Attendance Areas and Busing Schedules, Subject to Varying Racial Composition. Final Report. ED 074 637
- Virginia Polytechnic Inst. and State Univ., Blacksburg. Extension Div.**
Proceedings of a National Conference on The Continuing Education Unit: An Examination. (April 27-28, 1972). ED 074 354
- Washington State Legislature, Olympia. Joint Committee on Higher Education.**
Bond Management - Higher Education. ED 074 954
Collective Bargaining; Professional Negotiations. ED 074 906
Faculty Retirement Systems. ED 074 908
The Student Role in Governance. ED 074 946
Technological Education. ED 074 911
- Washington State White House Conference Committee on Children and Youth, Seattle.**
New Indian Tribalism. Working Paper. ED 075 149
- Washington Univ., Seattle. Child Development and Mental Retardation Center.**
A Child Development, Behavior Modification Research, and Data-Based Model for Training Teachers of Young Handicapped Children. ED 074 690
- Washington Univ., Seattle. Coll. of Education.**
Case Study of Performance Based, Field Oriented Education at the University of Washington 1967-72.
- Wayne Community Coll., Goldsboro, N.C.**
Predictive Models for Success in Occupational Education. Occupational Research Project Final Report. ED 075 420
- Wayne State Univ., Detroit, Mich. Dept. of Library Science.**
Public Library Service for the Urban Disadvantaged. ED 075 598
- Westbury Public Schools, N.Y.**
A Parents Guide to Outdoor Education (A Project Study-School Day Camping Program for Sixth Grade Boys and Girls). ED 075 058
- West Chester State Coll., Pa. Center for Language Research and Services.**
Cursos in Educacion Vocacional (Courses in Vocational Education): A Spanish Language Introduction to the Various Areas of Vocational and Technical Education Commonly Available in the Vocational Secondary Schools of Pennsylvania. ED 074 826
A Project to Develop Pre-Vocational Literacy Materials for Spanish-Speaking Students. Final Report. ED 074 824
- Western Interstate Commission for Higher Education, Boulder, Colo.**
Higher Education in the States. Vol. 3, No. 3. ED 074 961
- Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.**
Cost Finding Principles and Procedures. Preliminary Field Review Edition. Technical Report 26. ED 074 883
A Forecast of Changes in Postsecondary Education. ED 074 919
Instructional Program Budgeting in Higher Education. ED 074 981
Introduction to the Resource Requirements Prediction Model 1.6. ED 074 999
Resource Requirements Prediction Model 1.6 Reports. ED 075 000
- Western Kentucky Univ., Bowling Green. Office of Educational Research.**
Western Kentucky University's Teacher Preparation Evaluation Model Phase I, Cycle I. Annual Report. ED 075 362
- Western Michigan Univ., Kalamazoo.**
A Master's Degree Program for the Teaching of Culturally and Educationally Deprived Children and Youth. ED 075 438
- Western Michigan Univ., Kalamazoo. Dept. of Business Education and Administrative Services.**
Status Report of 1970-71 WMU Graduates Certified for Business Education Teaching. ED 075 354
- Western Washington State Coll., Bellingham.**
TURN ABOUT: A Competency-Based Teacher Education Program. ED 075 431
- West Valley Joint Community Coll. District, Campbell, Calif.**
San Francisco Bay Area Environmental Education Needs Study. ED 075 620
- West Valley Junior Coll., Campbell, Calif.**
[Counselor-Counselee Ratios in California Junior Colleges 1972-1973.] ED 075 009
- West Virginia Univ., Morgantown. Dept. of Educational Administration.**
Collective Bargaining in Higher Education: Contract Content - 1972. ED 074 923
- West Virginia Univ., Morgantown. Regional Rehabilitation Research and Training Center.**
An Adlerian Approach to Measuring Change in College Freshmen. ED 074 431
Counseling for Change: A New Perspective. ED 074 432
- Wilde Lake High School, Columbia, Md.**
State Department Report: Wilde Lake High School. ED 075 269
- Williamsport Area School District, Pa.**
Curriculum Guide for Exceptional Learners, English-Reading: 7-8. ED 074 503
- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.**
Factors Influencing Farmers to Stay In or Drop Out of the Young Farmer Program in Wisconsin. ED 075 617
- Wisconsin State Dept. of Public Instruction, Madison. Div. for Handicapped Children.**
Learning to Earn a Living: A Resource Guide for Implementation of the State Curriculum for the Educable Mentally Retarded. ED 074 664
- Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.**
Agricultural Market News Programming of Wisconsin Radio and Television Stations. ED 074 357
- Wisconsin Univ., Madison. Dept. of Agricultural and Extension Education.**
Factors Influencing Farmers to Stay In or Drop Out of the Young Farmer Program in Wisconsin. ED 075 617
- Wisconsin Univ., Madison. Industrial Relations Research Inst.**
Innovations in Apprenticeship: The Feasibility of Establishing Demonstration Centers for Apprenticeship and Other Industrial Training. Final Report. ED 075 596//
- Wisconsin Univ., Madison. Land Tenure Center.**
Leadership, Education and Agricultural Development Programs in Colombia. ED 074 310
- Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.**
An Empirical Investigation of the Permutation T-Test as Compared to Student's T-Test and the Mann-Whitney U-Test. Report from the Quality Verification Program. ED 075 491
Measuring Social Studies Concept Attainment: Boys and Girls. Report from the Project on A Structure of Concept Attainment Abilities. ED 075 273
Pronouncing as a Method of Choice in Verbal Discrimination Learning. Technical Report. ED 074 464
Pronunciation and Apparent Frequency in a Between-Subjects Design. Technical Report. ED 074 513
- Wisconsin Univ., Madison. Wisconsin Information Systems for Education.**
Enrollment Projections. ENROLV2. ED 074 715
User Documentation; WISE-ONE. ED 074 716
- Women's Equity Action League, Washington, D.C.**
The Women's Movement and Its Impact on Higher Education. ED 074 886
- World Education, Inc., New York, N.Y.**
Functional Education for Family Life Planning, II. Program Design. ED 074 355

318 Institution Index

World Without War Publications, Chicago, Ill.

War. Peace. Film Guide.

ED 075 310

Yale Univ., New Haven, Conn.

Intermediate Cambodian Reader.

ED 074 858//

Yale Univ., New Haven, Conn. Center for the Study of the City and its Environment.
The Busing Game. Working Paper Series, W2-30.

ED 075 538

Accession Number Cross Reference Index

319

The following columns cross reference the ERIC clearinghouse number to the ERIC Document (ED) numbers for résumés published in this issue of **Research in Education**. Readers who desire to trace documents for which they only have clearinghouse accession numbers as references may find the applicable abstracts in **Research in Education** by referring to the cross-reference list.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

The following clearinghouse prefixes are used:

AC — Adult Education
CG — Counseling and Personnel Services
CS — Reading and Communication Skills
EA — Educational Management
EC — Exceptional Children
EM — Educational Media and Technology
FL — Languages and Linguistics
HE — Higher Education
JC — Junior Colleges

LI — Library and Information Sciences
PS — Early Childhood Education
RC — Rural Education and Small Schools
SE — Science, Mathematics, and Environmental Education
SO — Social Studies/ Social Science Education
SP — Teacher Education
TM — Tests, Measurement, and Evaluation
UD — Disadvantaged
VT — Vocational and Technical Education

Clearinghouse Number/ED Number Cross Reference Index

AC014194	ED074309	AC014310	ED074364	CG007911	ED074417	CS000442	ED074470//	CS200481	ED074526
AC014206	ED074310	AC014311	ED074365//	CG007912	ED074418	CS000443	ED074471//	CS200523	ED074527
AC014218	ED074311	AC014312	ED074366	CG007913	ED074419	CS000448	ED074472	CS500132	ED074528
AC014219	ED074312	AC014313	ED074367	CG007914	ED074420	CS000449	ED074473	CS500155	ED074529
AC014220	ED074313	AC014314	ED074368	CG007916	ED074421	CS000452	ED074474	CS500175	ED074530
AC014221	ED074314	AC014315	ED074369//	CG007919	ED074422	CS000453	ED074475	CS500183	ED074531
AC014222	ED074315	AC014316	ED074370//	CG007921	ED074423	CS000454	ED074476	CS500184	ED074532
AC014232	ED074316	AC014317	ED074371//	CG007922	ED074424	CS000463	ED074477	CS500186	ED074533
AC014247	ED074317	AC014318	ED074372//	CG007925	ED074425	CS000471	ED074478	CS500187	ED074534
AC014254	ED074318	AC014319	ED074373	CG007927	ED074426	CS000472	ED074479	CS500188	ED074535
AC014259	ED074319	AC014320	ED074374	CG007929	ED074427	CS000474	ED074480	CS500189	ED074536
AC014260	ED074320	AC014321	ED074375	CG007931	ED074428	CS000475	ED074481	CS500190	ED074537
AC014261	ED074321	AC014322	ED074376	CG007934	ED074429	CS000480	ED074482	CS500191	ED074538//
AC014264	ED074322	AC014328	ED074377	CG007935	ED074430	CS000483	ED074483	CS500192	ED074539
AC014265	ED074323	AC014329	ED074378	CG007941	ED074431	CS000491	ED074484	CS500195	ED074540
AC014266	ED074324	AC014330	ED074379	CG007947	ED074432	CS000492	ED074485	CS500196	ED074541
AC014267	ED074325	AC014331	ED074380	CG007951	ED074433	CS200271	ED074486//	CS500197	ED074542
AC014268	ED074326	AC014333	ED074381//	CG007992	ED074434	CS200357	ED074487	CS500198	ED074543//
AC014270	ED074327	AC014334	ED074382//			CS200358	ED074488	CS500199	ED074544//
AC014271	ED074328	AC014335	ED074383			CS200359	ED074489	CS500200	ED074545
AC014272	ED074329	AC014336	ED074384//			CS200360	ED074490	CS500201	ED074546//
AC014273	ED074330	AC014337	ED074385			CS200362	ED074491//	CS500202	ED074547//
AC014274	ED074331			CS000342	ED074435	CS200363	ED074492//	CS500203	ED074548
AC014275	ED074332			CS000355	ED074436//	CS200364	ED074493//	CS500204	ED074549
AC014276	ED074333			CS000358	ED074437	CS200365	ED074494//	CS500205	ED074550
AC014277	ED074334			CS000359	ED074438//	CS200366	ED074495//	CS500206	ED074551
AC014278	ED074335	CG007781	ED074386	CS000361	ED074439//	CS200372	ED074496//	CS500207	ED074552
AC014279	ED074336	CG007823	ED074387	CS000363	ED074440	CS200373	ED074497//	CS500208	ED074553
AC014280	ED074337	CG007854	ED074388	CS000368	ED074441	CS200374	ED074498	CS500210	ED074554
AC014281	ED074338	CG007856	ED074389	CS000385	ED074442	CS200377	ED074499//	CS500211	ED074555//
AC014282	ED074339//	CG007859	ED074390	CS000387	ED074443	CS200378	ED074500	CS500212	ED074556
AC014283	ED074340	CG007867	ED074391	CS000388	ED074444	CS200379	ED074501	CS500213	ED074557
AC014284	ED074341	CG007868	ED074392	CS000390	ED074445	CS200380	ED074502	CS500214	ED074558
AC014285	ED074342	CG007870	ED074393	CS000393	ED074446	CS200381	ED074503	CS500215	ED074559
AC014286	ED074343	CG007871	ED074394	CS000394	ED074447	CS200382	ED074504//	CS500216	ED074560
AC014287	ED074344	CG007872	ED074395	CS000395	ED074448//	CS200383	ED074505//	CS500218	ED074561
AC014288	ED074345	CG007873	ED074396	CS000398	ED074449	CS200384	ED074506//	CS500219	ED074562
AC014289	ED074346	CG007874	ED074397	CS000399	ED074450//	CS200385	ED074507//	CS500220	ED074563//
AC014290	ED074347	CG007875	ED074398	CS000400	ED074451//	CS200386	ED074508//	CS500222	ED074564
AC014291	ED074348	CG007876	ED074399	CS000401	ED074452//	CS200405	ED074509	CS500223	ED074565
AC014292	ED074349	CG007879	ED074400	CS000402	ED074453	CS200413	ED074510//		
AC014293	ED074350	CG007880	ED074401	CS000403	ED074454	CS200414	ED074511	EA004686	ED074566
AC014294	ED074351	CG007881	ED074402	CS000404	ED074455	CS200419	ED074512	EA004687	ED074567//
AC014295	ED074352	CG007882	ED074403	CS000405	ED074456//	CS200420	ED074513	EA004688	ED074568//
AC014297	ED074353	CG007884	ED074404	CS000406	ED074457	CS200434	ED074514	EA004689	ED074569//
AC014298	ED074354	CG007885	ED074405	CS000414	ED074458//	CS200436	ED074515	EA004690	ED074570//
AC014299	ED074355	CG007888	ED074406	CS000419	ED074459//	CS200437	ED074516	EA004691	ED074571//
AC014300	ED074356	CG007891	ED074407	CS000420	ED074460//	CS200438	ED074517	EA004692	ED074572//
AC014302	ED074357	CG007892	ED074408	CS000422	ED074461//	CS200442	ED074518	EA004693	ED074573//
AC014303	ED074358	CG007894	ED074409	CS000423	ED074462//	CS200443	ED074519	EA004694	ED074574//
AC014304	ED074359//	CG007895	ED074410	CS000426	ED074463//	CS200454	ED074520	EA004695	ED074575//
AC014305	ED074360//	CG007898	ED074411	CS000431	ED074464	CS200457	ED074521	EA004696	ED074576//
AC014306	ED074361//	CG007899	ED074412	CS000434	ED074465//	CS200458	ED074522	EA004697	ED074577//
AC014307	ED074362//	CG007900	ED074413	CS000435	ED074466//	CS200470	ED074523	EA004698	ED074578//
AC014308	ED074363	CG007901	ED074414	CS000436	ED074467//	CS200473	ED074524	EA004699	ED074579//
AC014309	ED074364	CG007902	ED074415	CS000437	ED074468//	CS200474	ED074525	EA004700	ED074580//
		CG007904	ED074416	CS000441	ED074469//				

EA004701	ED074581//	EC051698	ED074678	EM010974	ED074775	FL004217	ED074872	HE003951	ED074969//
EA004739	ED074582	EC051699	ED074679	EM010977	ED074776	FL004218	ED074873	HE003952	ED074970//
EA004780	ED074583	EC051701	ED074680	EM010980	ED074777	FL004219	ED074874	HE003953	ED074971//
EA004784	ED074584	EC051730	ED074681	EM010981	ED074778//	FL004220	ED074875	HE003954	ED074972//
EA004797	ED074585//	EC051731	ED074682	EM010982	ED074779//	FL004221	ED074876	HE003955	ED074973//
EA004801	ED074586	EC051732	ED074683	EM010983	ED074780//	FL004222	ED074877	HE003957	ED074974//
EA004802	ED074587	EC051733	ED074684	EM010984	ED074781//	FL004223	ED074878	HE003958	ED074975//
EA004805	ED074588	EC051734	ED074685	EM010985	ED074782//	FL004224	ED074879	HE003959	ED074976//
EA004835	ED074589	EC051735	ED074686	EM010986	ED074783//	FL004225	ED074880	HE003961	ED074977//
EA004855	ED074590	EC051736	ED074687	EM010987	ED074784//	FL004226	ED074881	HE003978	ED074978
EA004857	ED074591	EC051747	ED074688	EM010991	ED074785	FL004227	ED074882	HE003980	ED074979
EA004858	ED074592	EC051809	ED074689	EM010999	ED074786			HE003981	ED074980
EA004860	ED074593	EC051810	ED074690	EM011001	ED074787	HE003449	ED074883	HE003984	ED074981
EA004861	ED074594	EC051884	ED074691	EM011004	ED074788	HE003682	ED074884	HE003988	ED074982
EA004862	ED074595	EC051885	ED074692	EM011007	ED074789	HE003685	ED074885	HE004010	ED074983
EA004867	ED074596					HE003829	ED074886	HE004011	ED074984
EA004896	ED074597//	EM010326	ED074693//	FL002017	ED074790	HE003831	ED074887	HE004012	ED074985
EA004906	ED074598	EM010561	ED074694//	FL002605	ED074791//	HE003833	ED074888	HE004013	ED074986
EA004925	ED074599	EM010617	ED074695//	FL003311	ED074792	HE003835	ED074889	HE004014	ED074987
EA004926	ED074600	EM010692	ED074696//	FL003409	ED074793	HE003846	ED074890	HE004015	ED074988
EA004938	ED074601	EM010699	ED074697//	FL003410	ED074794	HE003850	ED074891	HE004016	ED074989
EA004939	ED074602	EM010702	ED074698//	FL003414	ED074795	HE003851	ED074892	HE004017	ED074990
EA004940	ED074603	EM010703	ED074699//	FL003427	ED074796	HE003852	ED074893	HE004018	ED074991
EA004956	ED074604	EM010704	ED074700//	FL003566	ED074797//	HE003853	ED074894	HE004019	ED074992
EA004957	ED074605	EM010763	ED074701//	FL003650	ED074798	HE003854	ED074895	HE004020	ED074993
EA004959	ED074606	EM010769	ED074702//	FL003673	ED074799	HE003855	ED074896	HE004071	ED074994
EA004965	ED074607	EM010771	ED074703//	FL003699	ED074800	HE003857	ED074897	HE004072	ED074995
EA004966	ED074608	EM010778	ED074704//	FL003719	ED074801//	HE003860	ED074898	HE004073	ED074996
EA004968	ED074609	EM010833	ED074705//	FL003725	ED074802	HE003864	ED074899	HE004077	ED074997
EA004969	ED074610	EM010835	ED074706//	FL003726	ED074803	HE003866	ED074900	HE004078	ED074998
EA004970	ED074611	EM010836	ED074707//	FL003728	ED074804	HE003867	ED074901	HE004079	ED074999
EA004971	ED074612	EM010839	ED074708	FL003729	ED074805	HE003869	ED074902	HE004080	ED075000
EA004972	ED074613//	EM010841	ED074709	FL003732	ED074806	HE003870	ED074903	HE004081	ED075001
EA004979	ED074614	EM010843	ED074710//	FL003741	ED074807	HE003871	ED074904	HE004082	ED075002
EA005000	ED074615	EM010844	ED074711	FL003742	ED074808	HE003872	ED074905	HE004083	ED075003
EA005008	ED074616	EM010851	ED074712	FL003743	ED074809	HE003873	ED074906	HE004084	ED075004
EA005011	ED074617	EM010857	ED074713	FL003744	ED074810	HE003875	ED074907	HE004085	ED075005
EA005012	ED074618	EM010860	ED074714	FL003745	ED074811	HE003876	ED074908	HE004086	ED075006//
EA005017	ED074619	EM010864	ED074715	FL003766	ED074812	HE003877	ED074909		
EA005019	ED074620	EM010865	ED074716	FL003775	ED074813//	HE003878	ED074910	JC730076	ED075007
EA005021	ED074621	EM010885	ED074717//	FL003776	ED074814	HE003879	ED074911	JC730078	ED075008
EA005023	ED074622	EM010886	ED074718	FL003785	ED074815	HE003880	ED074912	JC730079	ED075009
EA005027	ED074623	EM010887	ED074719	FL003786	ED074816	HE003881	ED074913	JC730080	ED075010
EA005028	ED074624	EM010888	ED074720//	FL003789	ED074817	HE003882	ED074914	JC730081	ED075011
EA005029	ED074625	EM010889	ED074721	FL003797	ED074818	HE003883	ED074915	JC730082	ED075012
EA005073	ED074626	EM010891	ED074722	FL003798	ED074819	HE003884	ED074916	JC730083	ED075013
EA005074	ED074627	EM010896	ED074723	FL003799	ED074820	HE003885	ED074917	JC730084	ED075014
EA005075	ED074628	EM010897	ED074724	FL003815	ED074821	HE003886	ED074918	JC730085	ED075015
EA005091	ED074629	EM010900	ED074725//	FL003818	ED074822	HE003888	ED074919	JC730086	ED075016
EA005092	ED074630	EM010901	ED074726	FL003824	ED074823	HE003889	ED074920	JC730087	ED075017
EA005093	ED074631	EM010904	ED074727//	FL003825	ED074824	HE003890	ED074921	JC730088	ED075018
EA005094	ED074632	EM010908	ED074728	FL003833	ED074825	HE003893	ED074922	JC730089	ED075019
EA005096	ED074633	EM010911	ED074729//	FL003835	ED074826	HE003894	ED074923	JC730090	ED075020
EA005097	ED074634	EM010913	ED074730//	FL003841	ED074827	HE003895	ED074924	JC730091	ED075021
EA005098	ED074635	EM010915	ED074731//	FL003842	ED074828	HE003896	ED074925	JC730092	ED075022
EA005099	ED074636	EM010916	ED074732	FL003843	ED074829	HE003897	ED074926	JC730093	ED075023
EA005104	ED074637	EM010918	ED074733//	FL003845	ED074830	HE003898	ED074927	JC730094	ED075024
EA005105	ED074638	EM010919	ED074734	FL003854	ED074831	HE003899	ED074928	JC730095	ED075025
EA005106	ED074639	EM010920	ED074735//	FL003855	ED074832	HE003900	ED074929	JC730097	ED075026
EA005107	ED074640	EM010921	ED074736	FL003863	ED074833	HE003902	ED074930	JC730098	ED075027
EA005108	ED074641	EM010922	ED074737//	FL003865	ED074834	HE003903	ED074931	JC730099	ED075028
EA005109	ED074642	EM010923	ED074738	FL003866	ED074835	HE003904	ED074932		
EA005110	ED074643	EM010924	ED074739	FL003868	ED074836	HE003905	ED074933	LI004182	ED075029
EA005111	ED074644	EM010925	ED074740//	FL003870	ED074837	HE003907	ED074934	LI004195	ED075030
		EM010926	ED074741	FL003886	ED074838	HE003908	ED074935	LI004239	ED075031
EC051395	ED074645	EM010928	ED074742	FL003889	ED074839	HE003909	ED074936	LI004268	ED075032
EC051396	ED074646	EM010929	ED074743	FL003890	ED074840	HE003910	ED074937	LI004269	ED075033
EC051397	ED074647	EM010930	ED074744//	FL003918	ED074841//	HE003911	ED074938	LI004270	ED075034
EC051398	ED074648	EM010931	ED074745	FL003919	ED074842//	HE003913	ED074939	LI004271	ED075035
EC051399	ED074649	EM010932	ED074746	FL003929	ED074843	HE003914	ED074940	LI004272	ED075036
EC051422	ED074650	EM010933	ED074747	FL003930	ED074844	HE003915	ED074941	LI004273	ED075037
EC051423	ED074651	EM010934	ED074748//	FL003936	ED074845	HE003916	ED074942	LI004274	ED075038//
EC051424	ED074652	EM010935	ED074749	FL003937	ED074846	HE003917	ED074943	LI004275	ED075039//
EC051425	ED074653	EM010936	ED074750	FL003938	ED074847	HE003918	ED074944	LI004276	ED075040//
EC051426	ED074654	EM010937	ED074751	FL003958	ED074848	HE003919	ED074945	LI004277	ED075041//
EC051443	ED074655	EM010938	ED074752	FL003959	ED074849	HE003920	ED074946	LI004278	ED075042//
EC051444	ED074656	EM010939	ED074753	FL003970	ED074850	HE003921	ED074947	LI004279	ED075043//
EC051458	ED074657	EM010940	ED074754	FL003971	ED074851	HE003922	ED074948	LI004280	ED075044//
EC051459	ED074658	EM010942	ED074755	FL003974	ED074852	HE003923	ED074949	LI004281	ED075045//
EC051460	ED074659	EM010944	ED074756	FL004025	ED074853	HE003926	ED074950	LI004282	ED075046
EC051461	ED074660	EM010945	ED074757	FL004027	ED074854	HE003928	ED074951	LI004283	ED075047
EC051462	ED074661	EM010946	ED074758	FL004029	ED074855	HE003929	ED074952	LI004284	ED075048
EC051463	ED074662	EM010947	ED074759	FL004037	ED074856	HE003930	ED074953	LI004285	ED075049
EC051464	ED074663	EM010948	ED074760	FL004059	ED074857	HE003931	ED074954	LI004286	ED075050
EC051465	ED074664	EM010959	ED074761	FL004062	ED074858//	HE003932	ED074955	LI004287	ED075051
EC051466	ED074665	EM010960	ED074762	FL004103	ED074859	HE003933	ED074956	LI004288	ED075052
EC051513	ED074666	EM010961	ED074763	FL004116	ED074860	HE003934	ED074957	LI004289	ED075053
EC051514	ED074667	EM010962	ED074764	FL004117	ED074861	HE003935	ED074958	LI004290	ED075054
EC051565	ED074668	EM010963	ED074765	FL004122	ED074862	HE003936	ED074959	LI004291	ED075055
EC051567	ED074669	EM010964	ED074766	FL004129	ED074863	HE003937	ED074960	LI004292	ED075056
EC051590	ED074670	EM010965	ED074767	FL004131	ED074864	HE003939	ED074961	LI004293	ED075057
EC051667	ED074671	EM010966	ED074768	FL004138	ED074865	HE003940	ED074962	LI004297	ED075058
EC051668	ED074672	EM010967	ED074769	FL004141	ED074866//	HE003941	ED074963	LI004298	ED075059
EC051669	ED074673	EM010968	ED074770	FL004142	ED074867//	HE003945	ED074964	LI004299	ED075060
EC051671	ED074674	EM010970	ED074771//	FL004167	ED074868	HE003947	ED074965//	LI004300	ED075061
EC051672	ED074675	EM010971	ED074772	FL004211	ED074869	HE003948	ED074966//	LI004301	ED075062
EC051673	ED074676	EM010972	ED074773	FL004215	ED074870	HE003949	ED074967//	LI004302	ED075063
EC051674	ED074677	EM010973	ED074774	FL004216	ED074871	HE003950			

PS005781	ED075065	RC006949	ED075162	SE016088	ED075259	SP006292	ED075355	TM002529	ED075452//
PS006399	ED075066			SE016095	ED075260	SP006293	ED075356	TM002530	ED075453//
PS006400	ED075067	SE012117	ED075163	SE016100	ED075261	SP006294	ED075357	TM002531	ED075454//
PS006401	ED075068	SE012569	ED075164//	SE016103	ED075262	SP006302	ED075358	TM002532	ED075455//
PS006402	ED075069	SE012588	ED075165//	SE016120	ED075263	SP006307	ED075359	TM002533	ED075456//
PS006404	ED075070	SE013883	ED075166	SE016122	ED075264	SP006309	ED075360	TM002534	ED075457//
PS006405	ED075071	SE013906	ED075167//			SP006311	ED075361	TM002535	ED075458//
PS006407	ED075072	SE013922	ED075168//	SO000824	ED075265	SP006312	ED075362	TM002536	ED075459//
PS006408	ED075073	SE013962	ED075169//	SO001502	ED075266	SP006315	ED075363	TM002537	ED075460//
PS006409	ED075074	SE013963	ED075170//	SO001518	ED075267	SP006316	ED075364	TM002538	ED075461//
PS006410	ED075075	SE013980	ED075171//	SO002061	ED075268	SP006317	ED075365	TM002539	ED075462//
PS006411	ED075076	SE013982	ED075172//	SO002529	ED075269	SP006318	ED075366	TM002541	ED075463//
PS006412	ED075077	SE014001	ED075173//	SO002734	ED075270	SP006319	ED075367	TM002542	ED075464
PS006413	ED075078	SE014054	ED075174//	SO002740	ED075271	SP006320	ED075368	TM002543	ED075465//
PS006414	ED075079	SE014069	ED075175//	SO005389	ED075272	SP006321	ED075369	TM002544	ED075466//
PS006415	ED075080	SE014171	ED075176//	SO005425	ED075273	SP006324	ED075370	TM002545	ED075467//
PS006416	ED075081	SE014355	ED075177//	SO005428	ED075274	SP006325	ED075371	TM002546	ED075468//
PS006417	ED075082	SE014365	ED075178//	SO005436	ED075275	SP006326	ED075372	TM002547	ED075469//
PS006418	ED075083	SE014621	ED075179//	SO005438	ED075276//	SP006328	ED075373	TM002548	ED075470
PS006419	ED075084	SE014627	ED075180//	SO005439	ED075277	SP006329	ED075374	TM002549	ED075471//
PS006420	ED075085	SE014645	ED075181//	SO005440	ED075278	SP006330	ED075375	TM002550	ED075472//
PS006421	ED075086	SE014658	ED075182//	SO005459	ED075279	SP006331	ED075376	TM002551	ED075473//
PS006422	ED075087	SE014693	ED075183//	SO005460	ED075280	SP006332	ED075377	TM002552	ED075474//
PS006423	ED075088	SE015002	ED075184//	SO005464	ED075281	SP006333	ED075378	TM002553	ED075475//
PS006426	ED075089	SE015003	ED075185//	SO005465	ED075282	SP006340	ED075379	TM002554	ED075476//
PS006427	ED075090	SE015007	ED075186//	SO005466	ED075283	SP006343	ED075380	TM002555	ED075477//
PS006428	ED075091	SE015178	ED075187	SO005467	ED075284	SP006344	ED075381	TM002556	ED075478//
PS006429	ED075092	SE015390	ED075188	SO005471	ED075285	SP006345	ED075382	TM002557	ED075479//
PS006430	ED075093	SE015391	ED075189	SO005472	ED075286//	SP006346	ED075383	TM002558	ED075480//
PS006431	ED075094	SE015392	ED075190	SO005474	ED075287	SP006347	ED075384	TM002559	ED075481//
PS006432	ED075095//	SE015686	ED075191	SO005476	ED075288	SP006348	ED075385	TM002560	ED075482
PS006433	ED075096	SE015687	ED075192//	SO005477	ED075289	SP006349	ED075386	TM002561	ED075483
PS006434	ED075097	SE015804	ED075193	SO005479	ED075290	SP006350	ED075387	TM002562	ED075484
PS006445	ED075098	SE015805	ED075194	SO005480	ED075291	SP006351	ED075388	TM002563	ED075485
PS006446	ED075099	SE015806	ED075195	SO005483	ED075292	SP006354	ED075389	TM002565	ED075486
PS006459	ED075100	SE015807	ED075196	SO005484	ED075293	SP006355	ED075390	TM002566	ED075487
PS006460	ED075101	SE015808	ED075197	SO005487	ED075294	SP006356	ED075391	TM002567	ED075488
PS006461	ED075102	SE015812	ED075198	SO005488	ED075295	SP006357	ED075392	TM002568	ED075489
PS006462	ED075103	SE015842	ED075199	SO005489	ED075296	SP006358	ED075393	TM002569	ED075490
PS006466	ED075104	SE015854	ED075200	SO005490	ED075297	SP006359	ED075394	TM002570	ED075491
		SE015855	ED075201	SO005491	ED075298	SP006360	ED075395	TM002571	ED075492
		SE015856	ED075202	SO005492	ED075299	SP006362	ED075396	TM002573	ED075493
RC004216	ED075105	SE015857	ED075203	SO005494	ED075300	SP006363	ED075397	TM002578	ED075494
RC004881	ED075106	SE015858	ED075204	SO005528	ED075301	SP006364	ED075398	TM002596	ED075495
RC006548	ED075107	SE015859	ED075205	SO005532	ED075302	SP006365	ED075399	TM002597	ED075496
RC006850	ED075108//	SE015860	ED075206	SO005535	ED075303	SP006366	ED075400	TM002599	ED075497
RC006872	ED075109	SE015861	ED075207	SO005539	ED075304	SP006367	ED075401	TM002600	ED075498
RC006875	ED075110//	SE015862	ED075208	SO005540	ED075305	SP006368	ED075402	TM002601	ED075499
RC006876	ED075111//	SE015863	ED075209	SO005543	ED075306	SP006369	ED075403	TM002602	ED075500
RC006877	ED075112	SE015864	ED075210	SO005547	ED075307	SP006370	ED075404	TM002603	ED075501
RC006879	ED075113//	SE015865	ED075211	SO005549	ED075308	SP006371	ED075405	TM002604	ED075502
RC006880	ED075114	SE015866	ED075212	SO005553	ED075309	SP006373	ED075406	TM002606	ED075503
RC006881	ED075115	SE015867	ED075213	SO005556	ED075310	SP006374	ED075407	TM002607	ED075504
RC006882	ED075116	SE015868	ED075214	SO005615	ED075311	SP006375	ED075408	TM002608	ED075505
RC006883	ED075117	SE015869	ED075215	SO005623	ED075312	SP006376	ED075409	TM002609	ED075506
RC006884	ED075118	SE015870	ED075216	SO005625	ED075313	SP006377	ED075410	TM002610	ED075507
RC006885	ED075119	SE015878	ED075217	SO005637	ED075314	SP006378	ED075411	TM002611	ED075508
RC006886	ED075120	SE015886	ED075218	SO005646	ED075315	SP006381	ED075412	TM002612	ED075509
RC006888	ED075121	SE015887	ED075219	SO005653	ED075316//	SP006386	ED075413	TM002613	ED075510
RC006890	ED075122//	SE015888	ED075220	SO005661	ED075317	SP006387	ED075414	TM002614	ED075511
RC006891	ED075123//	SE015889	ED075221	SO005686	ED075318	SP006389	ED075415	TM002615	ED075512
RC006892	ED075124	SE015890	ED075222	SO005687	ED075319	SP006393	ED075416	TM002616	ED075513
RC006893	ED075125	SE015891	ED075223	SO005688	ED075320	SP006394	ED075417	TM002617	ED075514
RC006894	ED075126	SE015892	ED075224	SO005689	ED075321	SP006399	ED075418	TM002618	ED075515
RC006896	ED075127	SE015893	ED075225	SO005690	ED075322	SP006400	ED075419		
RC006897	ED075128	SE015912	ED075226	SO005691	ED075323	SP006401	ED075420	UD013391	ED075516
RC006898	ED075129	SE015922	ED075227	SO005692	ED075324	SP006404	ED075421	UD013412	ED075517
RC006899	ED075130	SE015929	ED075228	SO005693	ED075325	SP006405	ED075422	UD013413	ED075518
RC006900	ED075131	SE015931	ED075229	SO005694	ED075326	SP006406	ED075423	UD013417	ED075519
RC006904	ED075132	SE015932	ED075230	SO005695	ED075327	SP006407	ED075424	UD013423	ED075520
RC006905	ED075133	SE015939	ED075231	SO005798	ED075328	SP006408	ED075425	UD013434	ED075521
RC006906	ED075134	SE015941	ED075232	SO005846	ED075329	SP006410	ED075426	UD013447	ED075522
RC006908	ED075135	SE015948	ED075233//	SO005889	ED075330	SP006421	ED075427	UD013457	ED075523
RC006909	ED075136	SE015962	ED075234	SO005890	ED075331	SP006430	ED075428	UD013458	ED075524
RC006910	ED075137	SE016033	ED075235	SO005891	ED075332	SP006432	ED075429	UD013468	ED075525
RC006914	ED075138	SE016065	ED075236	SO005892	ED075333	SP006435	ED075430	UD013469	ED075526
RC006915	ED075139	SE016066	ED075237	SO005893	ED075334	SP006437	ED075431	UD013470	ED075527
RC006916	ED075140	SE016067	ED075238	SO005894	ED075335	SP006438	ED075432	UD013471	ED075528
RC006917	ED075141	SE016068	ED075239	SO005895	ED075336	SP006439	ED075433	UD013478	ED075529
RC006922	ED075142	SE016069	ED075240	SO005896	ED075337	SP006441	ED075434	UD013480	ED075530
RC006924	ED075143	SE016070	ED075241	SO005909	ED075338	SP006443	ED075435	UD013481	ED075531//
RC006925	ED075144	SE016071	ED075242			SP006444	ED075436	UD013482	ED075532//
RC006926	ED075145	SE016072	ED075243	SP004475	ED075339	SP006445	ED075437	UD013483	ED075533
RC006927	ED075146	SE016073	ED075244	SP006010	ED075340//	SP006446	ED075438	UD013485	ED075534
RC006932	ED075147//	SE016074	ED075245	SP006019	ED075341	SP006448	ED075439	UD013498	ED075535
RC006933	ED075148	SE016075	ED075246	SP006034	ED075342	SP006455	ED075440	UD013499	ED075536
RC006934	ED075149	SE016076	ED075247	SP006045	ED075343	SP007338	ED075441	UD013500	ED075537
RC006935	ED075150	SE016077	ED075248	SP006052	ED075344	SP007362	ED075442	UD013502	ED075538
RC006936	ED075151	SE016078	ED075249	SP006207	ED075345	SP007400	ED075443	UD013503	ED075539
RC006937	ED075152	SE016079	ED075250	SP006252	ED075346			UD013504	ED075540
RC006938	ED075153	SE016080	ED075251	SP006253	ED075347	TM002451	ED075444	UD013507	ED075541
RC006940	ED075154//	SE016081	ED075252	SP006256	ED075348	TM002522	ED075445	UD013522	ED075542//
RC006942	ED075155	SE016082	ED075253//	SP006258	ED075349	TM002523	ED075446//	UD013523	ED075543//
RC006943	ED075156	SE016083	ED075254	SP006265	ED075350	TM002524	ED075447//	UD013524	ED075544
RC006944	ED075157	SE016084	ED075255	SP006266	ED075351	TM002525	ED075448//	UD013525	ED075545
RC006945	ED075158	SE016085	ED075256	SP006283	ED075352	TM002526	ED075449	UD013526	ED075546
RC006946	ED075159	SE016086	ED075257	SP006290	ED075353	TM002527	ED075450//	UD013538	ED075547//
RC006947	ED075160	SE016087	ED075258	SP006291	ED075354	TM002528	ED075451//		

Clearinghouse Number/ED Number Cross Reference Index

UD013540	ED075549	VT019525	ED075576	VT019843	ED075604	VT019948	ED075632//	VT020035	ED075660
UD013541	ED075550	VT019695	ED075577	VT019844	ED075605	VT019949	ED075633	VT020036	ED075661
UD013542	ED075551	VT019722	ED075578	VT019845	ED075606	VT019950	ED075634	VT020037	ED075662
UD013543	ED075552//	VT019724	ED075579	VT019856	ED075607	VT019951	ED075635	VT020038	ED075663
UD013544	ED075553	VT019754	ED075580	VT019858	ED075608//	VT019952	ED075636	VT020039	ED075664
UD013545	ED075554	VT019755	ED075581	VT019859	ED075609//	VT019953	ED075637	VT020040	ED075665
UD013546	ED075555	VT019760	ED075582//	VT019862	ED075610	VT019954	ED075638//	VT020041	ED075666
UD013547	ED075556	VT019777	ED075583//	VT019877	ED075611	VT019957	ED075639	VT020042	ED075667
UD013548	ED075557	VT019782	ED075584//	VT019878	ED075612	VT019958	ED075640	VT020045	ED075668
UD013549	ED075558	VT019783	ED075585//	VT019879	ED075613	VT019959	ED075641	VT020049	ED075669
UD013550	ED075559	VT019784	ED075586//	VT019882	ED075614	VT019960	ED075642	VT020050	ED075670
UD013551	ED075560	VT019786	ED075587//	VT019886	ED075615	VT019962	ED075643	VT020051	ED075671
UD013552	ED075561	VT019787	ED075588//	VT019887	ED075616	VT019963	ED075644	VT020057	ED075672//
UD013554	ED075562	VT019788	ED075589//	VT019888	ED075617	VT019964	ED075645	VT020059	ED075673//
UD013555	ED075563	VT019790	ED075590//	VT019905	ED075618	VT020000	ED075646//	VT020062	ED075674//
UD013559	ED075564	VT019792	ED075591//	VT019906	ED075619	VT020008	ED075647	VT020063	ED075675
UD013572	ED075565	VT019793	ED075592//	VT019907	ED075620	VT020009	ED075648	VT020064	ED075676
UD013573	ED075566//	VT019795	ED075593//	VT019908	ED075621	VT020010	ED075649	VT020065	ED075677
UD013574	ED075567//	VT019796	ED075594//	VT019909	ED075622	VT020011	ED075650	VT020066	ED075678//
		VT019797	ED075595//	VT019910	ED075623	VT020012	ED075651	VT020067	ED075679//
VT017800	ED075568	VT019800	ED075596//	VT019911	ED075624	VT020013	ED075652	VT020091	ED075680
VT017802	ED075569	VT019814	ED075597	VT019932	ED075625	VT020014	ED075653//	VT020093	ED075681//
VT018149	ED075570	VT019818	ED075598	VT019934	ED075626	VT020015	ED075654//	VT020094	ED075682//
VT018252	ED075571//	VT019819	ED075599	VT019937	ED075627	VT020016	ED075655//	VT020103	ED075683//
VT018690	ED075572	VT019822	ED075600	VT019938	ED075628	VT020017	ED075656//	VT020106	ED075684
VT018695	ED075573	VT019824	ED075601	VT019945	ED075629	VT020018	ED075657	VT020111	ED075685
VT019078	ED075574	VT019826	ED075602	VT019946	ED075630//	VT020019	ED075658//	VT020156	ED075686
VT019278	ED075575	VT019827	ED075603	VT019947	ED075631	VT020020	ED075659//		

NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (4th edition) for the January 1972 through June 1973 issues of *Research in Education (RIE)*:

ADMISSIONS COUNSELORS 380

AEROSPACE EDUCATION 140

UF Aerospace Science Education

AESTHETIC EDUCATION 140

UF Aesthetic Development

AIR INFLATED STRUCTURES 210

SN Air structures (either high-pressure or dual-wall) in which an inflated structural element acts as a column, beam, or arch to support the enclosing membrane.

AIR SUPPORTED STRUCTURES 210

SN Air structures in which the entire enclosed space is maintained at a small pressure differential over ambient atmospheric pressure to support and pre-tension the membrane (single or reinforced) that serves as the enclosure.

Alternative Futures

USE FUTURES

ALTERNATIVE SCHOOLS 470

SN Schools both within and outside the public school system that offer alternatives to traditional educational concepts and practices, e.g. student initiated learning process, inquiry-discovery approach, and shared problem solving and decision making.

ALTRUISM 040

SN Consideration for the welfare of others, sometimes in accordance with an ethical system.

AMERICAN STUDIES 450

SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes the continental United States, Canada, the Arctic Archipelago, and Greenland.

ANEMIA 250

UF Iron Deficiency Anemia
Sickle Cell Anemia

ASIAN STUDIES 450

SN Studies, usually interdisciplinary in approach, of such geographic areas as Asiatic U.S.S.R., Bangladesh, Bhutan, Ceylon, China, India, Indonesia, Japan, Korea, Maldive Islands, Mongolia, Nepal, Pakistan, the Philippines, Sikkim, and the Southeast Asian Subcontinent.

BODY LANGUAGE 080

Career Development

USE VOCATIONAL DEVELOPMENT

CASTE 490

SN A closed social stratum based on heredity that determines its members' prestige, occupation, place of residence, and social relationships.

CHEMICAL NOMENCLATURE 400

COMPENSATION (CONCEPT) 310

SN The recognition that material undergoing a perceptual transformation in one dimension is accompanied by a specific change in another dimension.

CONCEPTUAL TEMPO 420

SN An index of time spent in problem solving sequences used to characterize the reflective/impulsive dimension of cognitive style.

CONFIDENCE TESTING 190

SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice.

CONSTRUCTION MANAGEMENT 020

CUTTING SCORES 190

SN A selected point on a scale which divides individuals earning scores above and below it into two groups for some purpose.

UF Critical Scores

DECODING (READING) 440

SN Assimilation of meaning from written language by trial and error process of grapho-phonetic, semantic, and syntactic analyses.

DESENSITIZATION 420

SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears

DIMENSIONAL PREFERENCE 060

SN Cue response to color, form, or size

Diplomacy

USE FOREIGN RELATIONS

Diplomatic Policy

USE FOREIGN POLICY

DISARMAMENT 480

UF Arms Control
Multilateral Disarmament
Nuclear Control
Unilateral Disarmament

DISSENT 060

UF Dissensus

DRUG EDUCATION 140

SN Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal and social effects.

EDITORIALS 050

EXTERNAL DEGREE PROGRAMS 140

UF Extended University
Open University
University Without Walls

FAST TRACK SCHEDULING 020

SN A construction management technique in which design and construction process activities are scheduled to overlap rather than scheduled sequentially.

FOUND SPACES 210

SN Spaces which do not resemble traditional school facilities but can easily be converted, e.g., hotels, supermarkets, residences, and enclosed or semi-enclosed outdoor areas adjacent to new or existing facilities.

FULL STATE FUNDING 220

Future Studies

USE FUTURES

FUTURES (OF SOCIETY) 480

UF Alternative Futures
Future Studies
Futurism
Futuristics
Futurology

Futurism

USE FUTURES

Futuristics

USE FUTURES

Futurology

USE FUTURES

HUMANIZATION 490

SN The process of changing the environment (attitudes, structures, relationships) to be more humane and better adapted to human needs.

UF Dehumanization

HYBRID AIR STRUCTURES 210

SN Air structures (either air cushions or frame-stabilized structures) which combine air-inflated or structural elements with each other, or are used in combination with other structural supports.

Intergovernmental Organizations

USE INTERNATIONAL ORGANIZATIONS

International Behavior
USE FOREIGN RELATIONS

INTERNATIONAL CRIMES 060
UF War Crimes

INTERNATIONAL LAW 230
UF International Legal Analysis
International Torts
Law of Nations

International Policy
USE FOREIGN POLICY

International Politics
USE FOREIGN RELATIONS

Iron Deficiency Anemia
USE ANEMIA

ITEM BANKS 520
SN Collection of test items classified according to objectives, subtests, difficulty, grade level, content, etc., which may be used to construct tests tailored to the users' needs.
UF Item Pools

Labor Demand
USE MANPOWER NEEDS

LAND ACQUISITION 020

LEAD POISONING 250

Lifelong Integrated Learning
USE CONTINUOUS LEARNING

LOCUS OF CONTROL 420
SN Personality construct referring to an individual's perception of the locus of events as determined internally by his own behavior vs. fate, luck, or external forces.
UF Internal External Locus of Control.

LUNAR RESEARCH 450
SN Scientific activities designed to provide information about the origin, structure and properties of the moon.
UF Lunar Exploration

MECHANICS (PHYSICS) 400
SN The science that deals with the effects of energy and forces on the equilibrium, deformation, or motion of solid, liquid, and gaseous bodies—includes both classical (Newtonian) and modern (atomic-level) mechanics.
UF Classical Mechanics

MERIT PAY 220

MEXICANS 380
SN Citizens of Mexico

Military Policy
USE FOREIGN POLICY

MOLECULAR STRUCTURE 220

MONOLINGUALISM 290

MORAL DEVELOPMENT 130
SN Developmental processes in the formation of moral reasoning and judgments.

MULTIDIMENSIONAL SCALING 190
SN A procedure for analyzing distances among a set of points in order to find their coordinates on several underlying dimensions.

NEUROLINGUISTICS 290
SN A branch of linguistic science relating language behavior to the neurological sciences.

NONPUBLIC SCHOOL AID 220

NONRESERVATION AMERICAN INDIANS 380
SN American Indians living off reservations who remain on the tribal census roll or who maintain their Indian identity.

OBSERVATIONAL LEARNING 310
SN Behavioral effect on the learner resulting from the observation of a model.
UF Imitative Learning

OPEN EDUCATION 140
UF Open Schools

ORGANIZATIONAL DEVELOPMENT 020
SN The application of behavioral technology to organizations by attempting to integrate individual needs for growth and development with organizational goals and objectives.

PARANOID BEHAVIOR 420
SN Behavior characterized by suspiciousness or delusions of persecution or grandeur.

PEACE 480
UF International Peace
World Peace

PHYSICIANS ASSISTANTS 380
SN Highly trained nonprofessionals who, under physicians' supervision, perform many health care activities usually carried out by physicians.

PLANNING (FACILITIES) 020
UF Facilities Planning

PNEUMATIC FORMS 210
SN Structures used as forms for placing concrete, reinforced and/or foam plastic materials.

PAROCHIAL SCHOOL AID 220

POLISH AMERICANS 380

POPULATION EDUCATION 140
SN Transmission of knowledge about population processes, population characteristics, the causes of population change and the consequences of that change for the individual and society.

PREGNANT STUDENTS 380

PROPERTY TAXES 230
UF Ad Valorem Tax

PUNISHMENT 310

PUPPETRY 030
UF Puppets
Puppet Shows

RELOCATABLE FACILITIES 210
UF Nonpermanent Facilities

ROLE MODELS 420
SN Individuals (real or theoretical) chosen for emulation in one or a selected few of their roles.

SEMANTIC DIFFERENTIAL 190
SN A method of measuring attitudes and/or values through the use of pairs of bipolar adjectives.

SEX DISCRIMINATION 480
UF Discrimination (Sex)
Sex Bias
Sex Prejudice

SI Units
USE METRIC SYSTEM

Sickle Cell Anemia
USE ANEMIA

SOCIAL STRATIFICATION 490

SPACE SCIENCES 400

STATE OF THE ART REVIEWS 320

STUDENT RESPONSIBILITY 040

TEACHER DISCIPLINE 020
SN Discipline of, not by, teachers.

TEACHER DISMISSAL 020

TIMEOUT 420
SN Period of time in which no positive reinforcers are available, e.g., isolation in a small room.

UPPER DIVISION COLLEGES 470
SN A college offering junior, senior, and graduate level courses only.

Valence Language
USE SYNTAX

VISUAL AIDS 050
UF Visual Equipment
Visual Instrumentation
Visual Materials
Visual Media

VISUAL LITERACY 010
SN A group of competencies which allows a human being to discriminate and interpret the visible action, objects, and/or symbols, natural or man-made, that he encounters in his environment.

WAR 480
UF Civil War
Conventional Warfare
Guerilla Warfare
International War
Unconventional Warfare

WASTE DISPOSAL 410
SN Act or process of discarding or throwing away unneeded or excess material including solids, oils, chemicals, and liquids.

WASTES 460
SN Unneeded, discarded or excess material including solids, oils, chemicals, and liquids.
UF Litter
Refuse

WOMENS STUDIES 110
SN An academic discipline that incorporates courses about women either separately or as a field of study.
UF Female Studies

Other ERIC Products

RESEARCH IN EDUCATION—REPORT RÉSUMÉS November 1966—December 1967

The National Standards Association has reprinted in one volume the Report Résumés which appeared in the first 14 issues of *Research in Education* beginning November 1966 and ending December 1967. These issues of RIE are no longer available through the Government Printing Office.

There are 2,349 documents abstracted in this volume with identification numbers ED 010 000 to 012 348.

Copies of Report Résumés are available for immediate delivery and are sent postpaid. The price is \$24.50 a copy.

Indexes to the Report Résumés are contained in the Annual Index 1967. Contents include author indexes, institutions indexes, subject indexes, and accession number list. The price is \$3.25 a copy.

To order you may use the following form:

.....
National Standards Association, Inc.
1321 14th Street, N.W.
Washington, D.C. 20005

I am enclosing \$_____ (check or money order) for the following:

- ☐ *Research in Education* Report Résumés November 1966-December 1967, \$24.50
- ☐ *Research in Education* Annual Index 1967, \$3.25
- ☐ *Research in Education* Report Résumés and Annual Index 1967, \$27.35

Name _____

Address _____

City _____ State _____ Zip Code _____

CURRENT INDEX TO JOURNALS IN EDUCATION

Published in cooperation with the National Institute of Education, CIJE is the most complete guide for current awareness of all important educational periodical literature. For the first time, detailed indexing for articles on over 500 education and related journals is available to you. *Over 18,000 articles are indexed yearly.*

Directed to all librarians and educational researchers, CIJE includes:

- References to the most current periodical literature
- Brief annotations outlining the scope and substance of most articles indexed
- Subject, author, journal contents, and main entry indexes

Please direct your order directly to:

Macmillan Information
A Division of Macmillan Publishing Co., Inc.
866 Third Avenue
New York, N.Y. 10022

Examination copies of CIJE are available upon request.

Current Index to Journals in Education

Monthly	\$44
Monthly with Annual Cumulation	\$77
Semiannual Cumulation	\$33
Annual Cumulation-Hardbound	\$33
Monthly, Semiannual and Annual	\$83

THESAURUS OF ERIC DESCRIPTORS

The *Thesaurus of ERIC Descriptors* has been developed during the past 6 years under the auspices of the Educational Resources Information Center (ERIC) as an essential tool for users of **Research in Education**. This monthly, Semiannual, and hard cover edition, now being published by Macmillan Information, a Division of Macmillan Publishing Co., Inc., supersedes previous paperback editions. It contains all newly added descriptors, a descriptor group display, a descriptor listing, and rotated descriptor display as of March 1971. Also included is *The Role and Function of a Thesaurus in Education* by Dr. Frederick Goodman, Associate Professor of Education at the University of Michigan. This special article will bring to educators and other professionals the insight of one of the leading educators in the field of vocabulary development and communication.

Searches of the ERIC system can be done more quickly and in greater depth by consulting the newest thesaurus. The *Thesaurus of ERIC Descriptors* may be purchased for \$8.95 from:

Macmillan Information
A Division of Macmillan Publishing Co., Inc.
866 Third Avenue
New York, N.Y. 10022

BOOKS TO HELP YOU USE ERIC EFFECTIVELY AND ECONOMICALLY

ERIC EDUCATIONAL DOCUMENTS ABSTRACTS

These five volumes bring together, in succinct abstract form, reports covering *every current, significant topic in the field of education*. They provide ready reference to trends and new curriculum developments, school operations, teaching methods, library services, and literally hundreds of other subjects of urgent concern to professional educators. Each abstract cites the author, source, publication date, availability, and price of the original report; and most abstracts provide a clear, concise summary of the report's contents and conclusions.

The set includes all reports which have appeared in *Research in Education*, a monthly report announcement journal available through the Government Printing Office, from January 1968 through December 1972, with accession numbers ED 012349 through ED 066-620. Calendar years are bound in separate volumes.

Five volumes, 1968/1969/1970/1971/1972

Individual volumes \$35 each

ERIC EDUCATIONAL DOCUMENTS INDEX

Gathered for the first time in one source are the indexes to all research documents in the ERIC collection: *Research in Education*, 1966 through 1972; *The ERIC Catalog of Selected Documents on the Disadvantaged*; and *Office of Education Historical Reports*, 1956 through 1965. The four volumes include documents ED 001001 through ED 066-620, plus Subject and Author Indexes with complete titles and ERIC accession numbers (ED numbers).

The ED numbers refer the user to abstracts published in *Educational Documents Abstracts*, to microfiche of the documents, and to copies of the original document obtainable from the ERIC Document Reproduction Service.

Two volumes, 1966 - 1969, library binding \$34.50
One volume, 1970 - 1971, library binding \$25.00
One volume, 1972, library binding \$15.50

Order from:

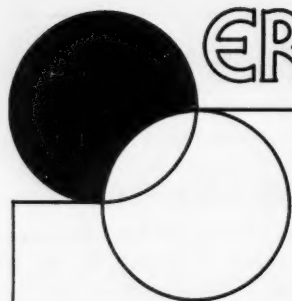
THE ERIC INSTITUTION INDEX

These volumes bring together, for the first time, the corporate author listings for the research documents in the ERIC collection: *The ERIC Catalog of Selected Documents on the Disadvantaged*, *Office of Education Research Reports*, 1956 through 1965, *Research in Education*, 1966 through 1971. It includes documents ED 001001 through ED 054390. The Corporate Author Index includes complete titles and accession numbers. It is a useful companion volume to *ERIC Educational Documents Abstracts* and the *ERIC Educational Documents Index* (subjects and personal authors). \$15

ALSO OF INTEREST. . .

CAREER EDUCATION An ERIC Bibliography	\$9.95
EARLY CHILDHOOD EDUCATION An ERIC Bibliography	\$9.95
ERIC INFORMATION ANALYSIS PRODUCTS 1967-1972	\$9.95
LIBRARY AND INFORMATION SCIENCES An ERIC Bibliography	\$9.95
SOCIAL STUDIES AND SOCIAL SCIENCE EDUCATION An ERIC Bibliography Fall 1973	\$9.95

Macmillan Information
A Division of Macmillan Publishing Co., Inc.
866 Third Avenue
New York, N.Y. 10022



ERICTAPES ERICTOOLS

HAVE A COMPUTER?

LOOK AT ERICTAPES!

The Educational Resources Information Center (ERIC) data base is now available on magnetic tape in a variety of formats and options from Leasco Systems & Research Corporation. Under special authorization from the National Institute of Education (DHEW), these tape files are offered at unusually low cost to encourage the widest possible dissemination.

The ERIC data base provides coverage of the significant literature in the field of education research. Report literature (announced in *Research In Education*) is covered from 1966 to date, and journal article literature (announced in *Current Index to Journals in Education*) is covered from 1969. Monthly, quarterly, and annual updates are available for *RIE*, and quarterly and annual updates for *CJIE*, so that the files may be kept current.

The basic files are available in either the ERIC Format (IBM 360 OS) or in the Library of Congress MARC II Format. These files include the complete resume (document description, indexing, and abstract or annotation) of each document announced in the respective journal, in accession number order. A variety of peripheral files, including Postings Files (inverted subject and source indexes) and the Thesaurus (controlled indexing vocabulary) are also available on magnetic tape,

and almost any segment of the master files is obtainable on Special Order.

The files may be purchased individually or as a collection, and substantial discounts are available on annual subscriptions for updates. The files are written on new, high quality, 9-track tapes (600-, 1200-, or 2400-ft., as appropriate) at either 1600 or 800 BPI and are guaranteed. Prices per tape reel start as low as \$50.

NO COMPUTER?

LOOK AT ERICTOOLS!

For organizations without access to a computer,* ERICTOOLS provide manual multi-viewpoint access to the ERIC document collection. ERICTOOLS are a series of printed indexes, directories, and cross-reference lists, which have heretofore been available only internally to components of the ERIC network. The Title Index provides access by document title. Postings publications provide access by: subject index terms, i.e., Descriptors (controlled indexing vocabulary), and Identifiers (uncontrolled subject indexing); and institutional sources, i.e., corporate authors and sponsoring agencies. Cross-reference lists lead the inquirer to the accession number (ED number) from: Report Number; Project Number; Contract Number; Grant Number; and Clearinghouse Accession Number. Also offered is the ERIC Operating Manual, the rules, procedures and guidelines which keep the many components of the ERIC network synchronous with each other.

The documents are available individually and on annual subscription at a discounted price. Prices start from as low as \$10 for some individual documents.

* Many of these documents are also valuable tools for computer searchers.

For additional information, complete and mail the reply form or call: ERICTAPES/ERICTOOLS (301) 656-9723
Leasco Systems & Research Corporation 4833 Rugby Avenue, Suite 303, Bethesda, Maryland 20014

PLEASE SEND ME INFORMATION ON THE ITEMS CHECKED BELOW

ERICTAPES

- ☐ REPORT RESUME LINEAR FILES (ERIC Format) **Research In Education (RIE)**
- ☐ JOURNAL RESUME LINEAR FILES (ERIC Format) **Current Index to Journals in Education (CJIE)**
- ☐ REPORT RESUME LINEAR FILES (MARC II Format) **RIE**
- ☐ JOURNAL RESUME LINEAR FILES (MARC II Format) **CJIE**
- ☐ PERIPHERAL FILES Postings Files (Descriptors, Identifiers, Sources); Thesaurus
- ☐ SPECIAL ORDERS Back Files, Sequences, CH Collections, etc.

ERICTOOLS

- ☐ ERIC Network Working Documents
Title Index, Sources, Postings, Operating Manual, Indexes

Name _____

Organization _____

Address _____

City _____

State _____ Zip _____

(Order forms will accompany all descriptive material)

HOW TO ORDER THE DOCUMENTS DESCRIBED IN RESEARCH IN EDUCATION

Mail orders to: ERIC Document Reproduction Service
Post Office Drawer O, Bethesda, Maryland 20014

To order individual documents:

- Order by accession number (ED No.)
- Specify microfiche (MF) or hard copy (HC)
- Use the price schedule in the box below. **ALL OTHER PRICES ARE OUT OF DATE.**
- Enclose check or money order payable to EDRS
- Official institution, State, Federal government or company purchase orders accepted.

PRICE LIST

MICROFICHE (MF)	HARD COPY (HC)										
<p style="text-align: center;">Each ERIC Report—\$0.65</p> <p>Microfiche (MF): is a 4" x 6" sheet of microfilm on which up to 98 pages of text are reproduced.</p>	<table style="width: 100%;"> <tr> <th style="text-align: left;">Number of pages per ERIC Report:</th><th style="text-align: right;">Price</th></tr> <tr> <td>1-100</td><td style="text-align: right;">\$3.29</td></tr> <tr> <td>101-200</td><td style="text-align: right;">6.58</td></tr> <tr> <td>201-300</td><td style="text-align: right;">9.87</td></tr> <tr> <td>Each additional 100 pages or portion thereof</td><td style="text-align: right;">\$3.29</td></tr> </table>	Number of pages per ERIC Report:	Price	1-100	\$3.29	101-200	6.58	201-300	9.87	Each additional 100 pages or portion thereof	\$3.29
Number of pages per ERIC Report:	Price										
1-100	\$3.29										
101-200	6.58										
201-300	9.87										
Each additional 100 pages or portion thereof	\$3.29										

Standing Orders and back collections:

Standing orders of microfiche copies of all ERIC Reports announced in each issue of **Research in Education** average \$165 per month, at the rate of 11.1¢ per microfiche. Special collections are also available on microfiche. Prices are as follows:

Back Collections

Reports in <i>Research in Education</i> for 1966 and 1967	\$ 393.91
Reports in <i>Research in Education</i> for 1968	1,186.06
Reports in <i>Research in Education</i> for 1969	1,415.01
Reports in <i>Research in Education</i> for 1970	1,440.73
Reports in <i>Research in Education</i> for 1971	1,681.47
Reports in <i>Research in Education</i> for 1972	1,760.68
Entire Collection (1966-1972)	7,877.86

Special Collections

<i>Office of Education Research Reports, 1956-65</i>	464.10
<i>Pacesetters in Innovation, Fiscal Year 1966</i>	165.90
<i>Pacesetters in Innovation, Fiscal Year 1967</i>	201.18
<i>Pacesetters in Innovation, Fiscal Year 1968</i>	128.66
<i>Selected Documents on the Disadvantaged</i>	384.72
<i>Selected Documents in Higher Education</i>	176.12
<i>Manpower Research: Inventory for Fiscal Years 1966 and 1967</i>	91.42
<i>Manpower Research: Inventory for Fiscal Year 1968</i>	50.96
<i>Manpower Research: Inventory for Fiscal Year 1969</i>	66.22

Please Note:

1. All prices quoted above include shipment by Book or Library Rate postage within the continental U. S. The difference between that rate and First Class or Foreign postage (outside the continental U. S.) will be billed at cost. There is no handling charge for any order.
2. Hard copy (HC) will be full page reproductions (8½" x 11") stapled with heavy paper covers.

THE UNIVERSITY OF CHICAGO

LIBRARY

THE UNIVERSITY OF CHICAGO
LIBRARY
1207 EAST 58TH STREET
CHICAGO, ILL. 60637
TEL. 773-936-5000
FAX 773-936-5001
WWW.CHICAGO.EDU
LIBRARY@CHICAGO.EDU

HOW TO ORDER ERIC PUBLICATIONS

Purchase from: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Title	GPO Order Number and Price
Research in Education Monthly Abstract Journal. Please send subscription orders separately from orders for other publications listed below.	Yearly Subscription Domestic \$38.00 Foreign \$47.50 Single Issues \$ 3.25
Research in Education, 1967 Annual Index Reports ..	(Order by title) \$3.25
Research in Education, 1967 Annual Index Projects Cumulative Indexes of first 14 issues of RIE November 1966-December 1967, 2,349 titles	(Order by title) \$1.50
Research in Education, Annual Index Reports January-December 1968, 8,803 titles	(Order by title) \$8.25
Research in Education, Annual Index January-December 1969, 10,453 titles	(Order by title) \$6.25
Research in Education, Annual Index January-December 1970 10,453 titles	(Order by title) \$6.00
Research in Education, Annual Index January- December 1971 12,330 titles	(Order by title) \$7.00
Research in Education, Annual Index January- December 1972, 12,230 titles	(Order by title) \$10.50
Rules for Thesaurus Preparation, September 1969	OE-12047 \$2.00
Office of Education Research Reports, 1956-65, Résumés Abstracts of 1,214 research reports received by the Bureau of Research before the start of publication of RIE.	OE-12029 \$1.75
Office of Education Research Reports, 1956-65, Indexes Indexes reports by author, institution, subject, and report numbers.	OE-12028 \$2.00
ERIC Catalog of Selected Documents on the Disadvantaged.Subject Index	OE-37002 \$3.00
Pacesetters in Innovation, Fiscal Year 1969	OE-20166 \$1.50
Manpower Research: Inventory for Fiscal Year 1969 Collection by Interagency Committee on Manpower Research covering 392 documents.	OE-12036-69 \$1.75
Selected Documents in Higher Education, Number and Subject Index Covers 845 documents.	Not Available from GPO Order from EDRS ED 012 110 \$3.29 (HC) \$.65 (MF)
How To Use ERIC A graphic aid to the use of the ERIC system	OE-12037- E \$.45

Use mail order form on back of this page.

Mail order form to:

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Enclosed find \$_____ (check or money order). Please send me:

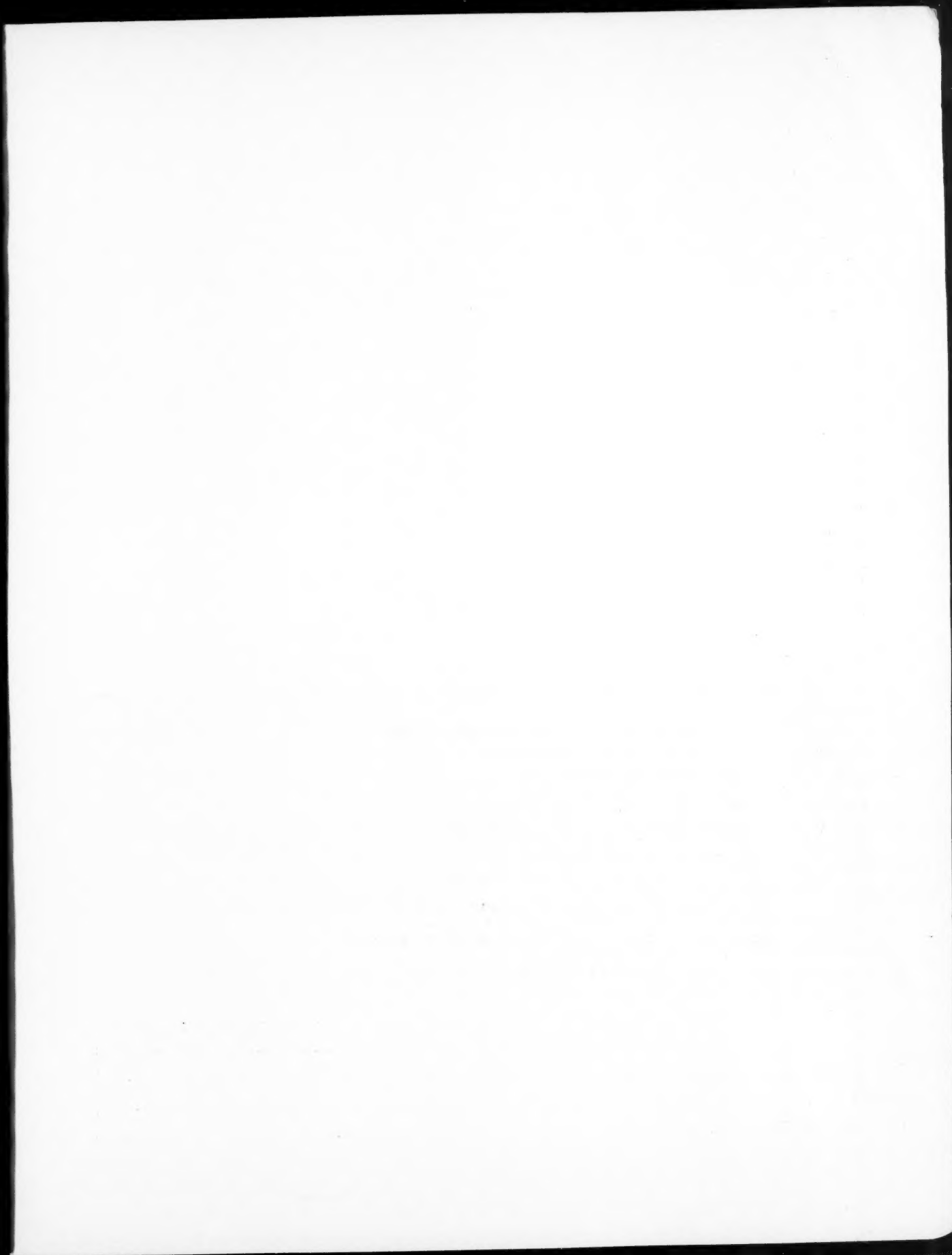
- ☐ *Research in Education*, 1967 Annual Index (Reports)—\$3.25
- ☐ *Research in Education*, 1967 Annual Index (Projects)—\$1.50
- ☐ *Research in Education*, Annual Index for January–December 1968—\$8.25
- ☐ *Research in Education*, Annual Index for January–December 1969—\$6.25
- ☐ *Research in Education*, Annual Index for January–December 1970—\$6.00
- ☐ *Research in Education*, Annual Index for January–December 1971—\$7.00
- ☐ *Research in Education*, Annual Index for January–December 1972—\$10.50
- ☐ Rules for Thesaurus Preparation, OE-12047—\$0.20
- ☐ Office of Education Research Reports, 1956-65, Résumés (OE-12029)—\$1.75
- ☐ Office of Education Research Reports, 1956-65, Indexes (OE-12028)—\$2.00
- ☐ Catalog of Selected Documents on the Disadvantaged, Subject Index (OE-37002)—\$3.00
- ☐ Pacesetters in Innovation, Fiscal Year 1969 (OE-20166)—\$1.50
- ☐ Manpower Research: Inventory for Fiscal Year 1969 (OE-12036-69)—\$1.75
- ☐ How To Use ERIC (OE-12037-E)—\$0.45

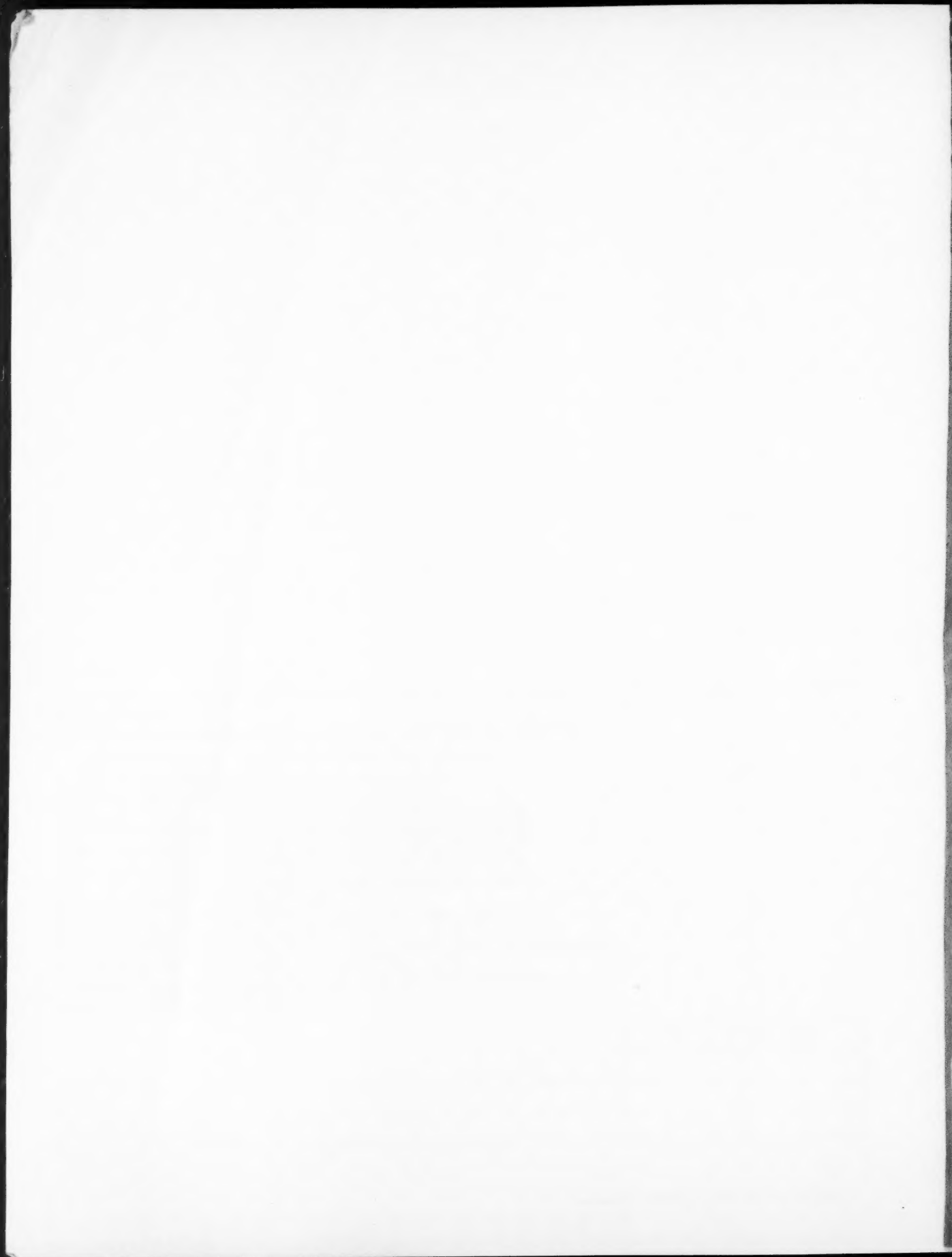
Name _____

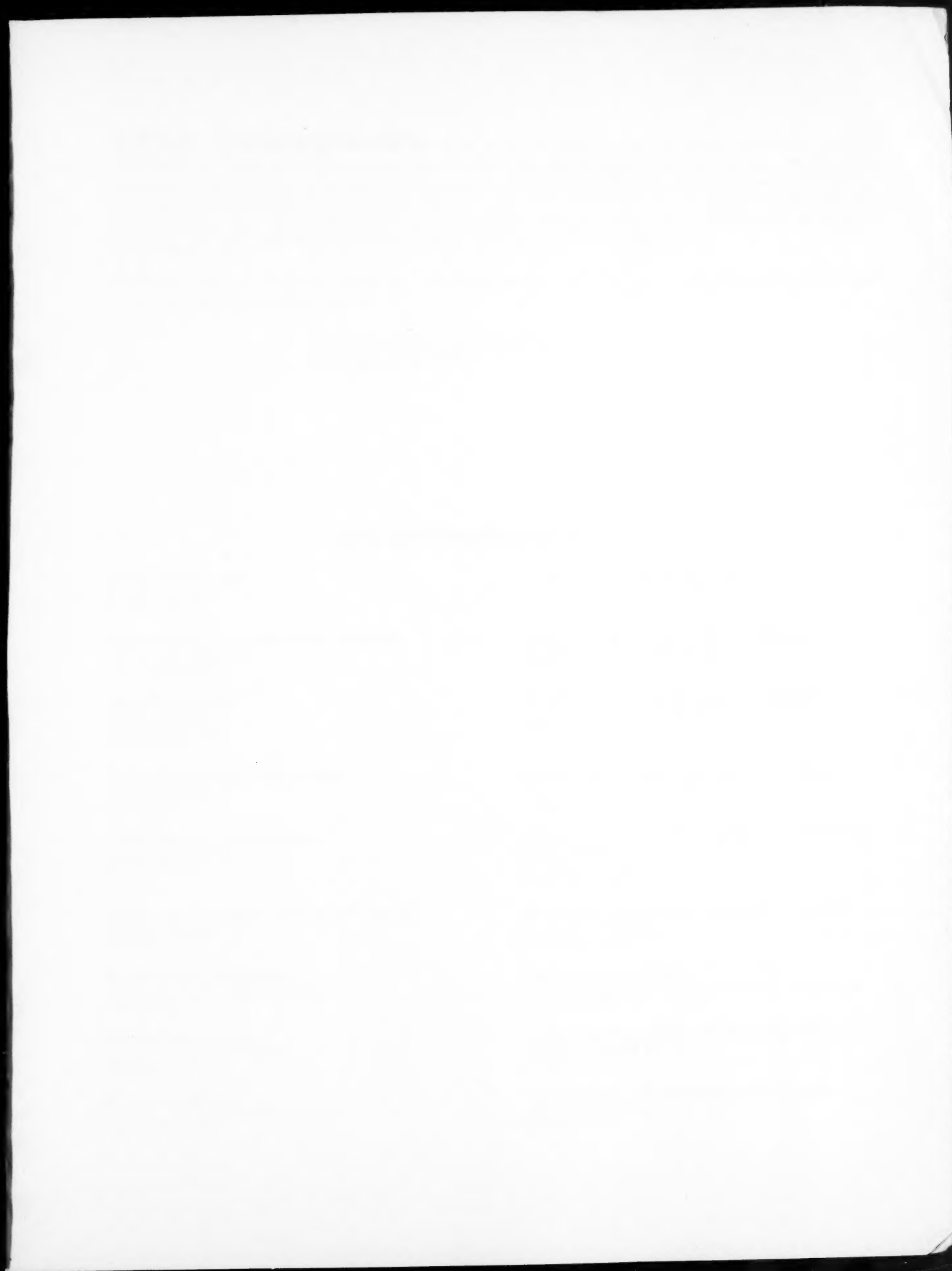
Address _____

City, State, and ZIP Code _____

For use of Supt. Docs.	









ERIC Clearinghouses Each of the 18 clearinghouses, as well as acquiring, reviewing, abstracting, and indexing the documents announced in **Research in Education**, also prepares bibliographies and interpretive summaries of research which appear in **Research in Education** and are disseminated through the ERIC Document Reproduction Service. Because clearinghouses have limited resources for providing detailed replies to inquiries for information on specific topics, educators are urged to subscribe to **Research in Education** and obtain the other ERIC publications to search for desired information.

ERIC clearinghouses are listed below, but individuals desiring additional information concerning ERIC and its function are encouraged to contact:

ERIC, U.S. National Institute of Education
Washington, D.C. 20202

ERIC CLEARINGHOUSES ON

ADULT EDUCATION

Syracuse University
Syracuse, N.Y.

COUNSELING AND PERSONNEL SERVICES

University of Michigan
Ann Arbor, Mich.

DISADVANTAGED

Teachers College
Columbia University
New York, N.Y.

EARLY CHILDHOOD EDUCATION

University of Illinois
Urbana, Ill.

EDUCATIONAL MANAGEMENT

University of Oregon
Eugene, Oregon

EDUCATIONAL MEDIA AND TECHNOLOGY

Stanford University
Stanford, Calif.

EXCEPTIONAL CHILDREN

The Council for Exceptional Children
Arlington, Va.

HIGHER EDUCATION

George Washington University
Washington, D.C.

JUNIOR COLLEGES

University of California at Los Angeles
Los Angeles, Calif.

LANGUAGES AND LINGUISTICS

Modern Language Association of America
New York, N.Y.

LIBRARY AND INFORMATION SCIENCES

American Society for Information Science
Washington, D.C.

READING AND COMMUNICATION SKILLS

National Council of Teachers of English
Urbana, Ill.

RURAL EDUCATION AND SMALL SCHOOLS

New Mexico State University
Las Cruces, N. Mex.

**SCIENCE, MATHEMATICS, AND ENVIRONMENTAL
EDUCATION**

Ohio State University
Columbus, Ohio

SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION

University of Colorado
Boulder, Colorado

TEACHER EDUCATION

American Association of Colleges for Teacher Education
Washington, D.C.

TESTS, MEASUREMENT, AND EVALUATION

Educational Testing Service
Princeton, N.J.

VOCATIONAL AND TECHNICAL EDUCATION

Ohio State University
Columbus, Ohio

UNITED STATES
GOVERNMENT PRINTING OFFICE
DIVISION OF PUBLIC DOCUMENTS
WASHINGTON, D.C. 20402
OFFICIAL BUSINESS

POSTAGE AND FEES PAID
U.S. GOVERNMENT PRINTING OFFICE



DHEW Publication Number (NIE) 73-27601
U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE / NATIONAL INSTITUTE OF EDUCATION

